Mathletics

New Zealand Curriculum Mathematics and Statistics (2026)

Scope & Sequence

Phase 2, Year 6

Mathletics

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Yearly overview

Phase 2: Year 6

Mathletics

Term one

Week 1	**Number**	Number structures Rational numbers	Numbers and decimals
Week 2		Number structures	Place value
Week 3		Operations	Addition
Week 4			Subtraction
Week 5		Financial mathematics	Financial mathematics
Week 6		Number structures	Factors and multiples
Week 7			Interesting numbers
Week 8	**Measurement**	Measuring	Time
Week 9			Duration

Term two

Week 1	**Number**	Rational numbers	Fractions
Week 2			Operations with fractions
Week 3		Operations	Multiplication
Week 4			Division and remainders
Week 5		Rational numbers Financial mathematics	Operations with decimals
Week 6			Fractions, decimals and percentages
Week 7			Fractions of amounts Percentages of amounts
Week 8	**Measurement**	Measuring	Angles
Week 9	**Geometry**	Shapes Spatial reasoning	2D shapes

Term three

Week 1	**Number**	Number structures	Integers
Week 2	**Algebra**	Equations and relationships	Number patterns
Week 3			Open number sentences
Week 4			Patterns in tables Coordinate plane
Week 5	**Geometry**	Shapes Spatial reasoning	Symmetry and geometric patterns
Week 6	**Number**	Operations	Order of operations
Week 7		Operations Financial mathematics	Word problems – 4 operations
Week 8	**Probability**	Experimental probability	Probability
Week 9	**Measurement**	Measuring	Mass Temperature

Term four

Week 1	**Statistics**	Developing knowledge from data Visualisation of data Interpretation of data	Developing knowledge from data
Week 2			Visualising data
Week 3			Interpreting data
Week 4	**Measurement**	Measuring	Length and perimeter
Week 5			Area
Week 6	**Geometry**	Pathways	Interpreting maps
Week 7	**Measurement**	Measuring	Volume
Week 8			Capacity
Week 9	**Geometry**	Shape	Prisms and pyramids Review

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Outcome map

Phase 2: Year 6

Mathletics

Number

TERM & WEEK

Number structures

Reading, writing, comparing, and ordering any whole number and representing them using base 10 structure	**T1** W2
Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 12	**T1** W6
Rounding whole numbers to the nearest million, hundred thousand, ten thousand, thousand, hundred, or ten	**T1** W2, 3, 4
Rounding hundredths to the nearest whole number or tenth	**T1** W1
Recognising square and cube numbers and the notation for squared (^{2}) and cubed (^{3})	**T1** W7
Memorising the square numbers to 144 and cube numbers to 125	**T1** W7
Counting forwards and backwards with positive whole numbers, including working with negative numbers (e.g. starting at -6 and counting backwards in 2s)	**T3** W1, 2

Operations

Calculating expressions using the order of operations	**T3** W6
Adding and subtracting any whole numbers	**T1** W3, 4 | **T3** W7
Multiplying any whole number by a two-digit number (e.g. 542×12)	**T2** W3 | **T3** W7
Dividing up to five-digit whole numbers by a one-digit divisor, with a remainder (e.g. 1283÷5= 256, remainder 3)	**T2** W4 | **T3** W7
Connecting finding unit fractions of whole numbers to division (with remainders) (e.g. $\frac{1}{6}$ of 31 is equivalent to 31÷6=5 $\frac{1}{6}$)	**T2** W2, 7
Representing remainders from division as whole numbers, fractions, or rounded decimals, as appropriate to the context	**T2** W4

Rational numbers

Reading, writing, and representing tenths, hundredths, and thousandths as fractions and decimals	**T1** W1 | **T2** W1, 6
Comparing and ordering numbers with up to three decimal places	**T1** W1
Memorising decimal and percentage equivalents of common fractions ($\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}$) including fractions with denominators that are 10, or 100	**T2** W6
Converting decimal tenths and hundredths to fractions and percentages (e.g. 0.31 = $\frac{31}{100}$ = 31%)	**T2** W6
Multiplying and dividing numbers by 10, 100, or 1,000 to make decimals and whole numbers (e.g. 1.3×10 = 13) and to identify tenths, hundredths, and thousandths places	**T2** W5
Finding equivalent fractions	**T2** W1
Comparing and ordering fractions where at least one denominator is a common multiple of all the others	**T2** W1
Converting between mixed numbers and improper fractions	**T2** W1
Adding and subtracting fractions and mixed numbers when one denominator is a multiple of the other	**T2** W2
Adding and subtracting decimals to three decimal places	**T2** W5
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 240)	**T2** W7
Finding a whole set or amount when given a non-unit fraction, using multiplication and division facts (e.g. $\frac{3}{4}$ of the set is 90, what is the whole set?)	**T2** W7
Finding common percentages (1%, 10%, 20%, 25%, 50%, 75%) of whole numbers	**T2** W7
Finding the whole (100%) when given a percentage (e.g. 75% is 24)	**T2** W7
Reasoning proportionally with fractions, decimals, and percentages to compare two quantities and determine missing values	**T2** W6

Financial mathematics

Calculating 10%, 25%, and 50% of whole dollar amounts (e.g. 50% of $280)	**T1** W5 **T2** W7
Investigating questions involving purchases (e.g. ensuring there's enough money)	**T1** W5 **T2** W5

Algebra

TERM & WEEK

Equations and relationships

Developing a rule for a growing pattern in words and making conjectures about further elements in the pattern	**T3** W2
Checking the truth of and completing open number sentences that involve all four operations and that include the use of inequalities, respecting the order of operations (e.g. 8×7≤8×5+4^2,true or false?)	**T3** W3, 6
Locating coordinate points on a coordinate plane, including points found on the x- or y-axis	**T3** W4
Generating a table of values from a rule for a growing pattern and plotting these points on a coordinate plane	**T3** W4

Measurement

TERM & WEEK

Measuring

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 **T3** W9 **T4** W4, 8
Estimating (using benchmarks) length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units	**T1** W9 **T3** W9 **T4** W4, 8
Converting metric units of length (m and cm), mass (g and kg), and capacity (L and mL), including combining mixed units to produce units with up to 2 decimal places (e.g. 10 kg and 500 g = 10.5 kg)	**T2** W5 **T3** W9 **T4** W4, 8
Calculating, estimating, and comparing the volumes of cubes and rectangular prisms using standard units, including cubic centimetres (cm3) and cubic metres (m^3)	**T4** W7
Visualising, estimating, and calculating (using multiplication) the areas of rectangles and right-angled triangles (in cm^2 and m^2) and the volumes of rectangular prisms (in cm^3)	**T4** W5, 7
Classifying, measuring, and constructing angles up to 360°, using a protractor	**T2** W8
Identifying and describing angles at a point, angles on a straight line, and vertically opposite angles, using angle notation	**T2** W8
Reasoning about and finding unknown angles in situations involving angles at a point, angles on a straight line, and vertically opposite angles	**T2** W8
Converting between units of time (h, min, s)	**T1** W8
Measuring duration in both 12- and 24-hour time systems	**T1** W8, 9
Finding elapsed time in minutes across an hour (e.g. the difference between 2:53 pm and 3:28 pm)	**T1** W9
Using and interpreting timetables to calculate the duration of events (e.g. bus and train schedules)	**T1** W9

Geometry

TERM & WEEK

Shape

Identifying, classifying, and explaining similarities and differences between 2D shapes (including different types of triangles and quadrilaterals) and between prisms and pyramids	**T2** W9 **T4** W9
Identifying and describing the interior angles of triangles and quadrilaterals	**T2** W9
Identifying shapes with rotational symmetry and determining their order of rotational symmetry	**T3** W5

Spatial reasoning

Visualising, creating, and describing 2D geometric patterns and tessellations using rotation, reflection, and translation, and identifying the properties of the shapes that do not change	**T3** W5
Predicting the results of two-step transformations (reflections, translations, rotations) on 2D shapes	**T3** W5

Pathways

Interpret and create grid references and simple scales on maps, using directional language including the four main compass points, turn (in degrees), and distance (in m, km) to locate and describe positions and pathways	**T4** W6

Statistics

TERM & WEEK

Developing knowledge from data

Collecting time-series data (e.g. how the mass of a kilogram of carrots varies over 5 days)	**T4** W1
Calculating the mean for numerical data	**T4** W1
Calculating the range for numerical data	**T4** W1

Visualisation of data

Creating time-series graphs	**T4** W2
Choosing and creating an appropriate data visualisation for a given set of data	**T4** W2

Interpretation of data

Identifying whether a time-series graph shows a trend	**T4** W3
Calculating an average and a range for continuous numerical data	**T4** W3
Interpreting data visualisations, including those from contemporary media	**T4** W3

Probability

TERM & WEEK

Experimental probability

Listing the sample space of an event (e.g. the sample space for rolling a die is 1, 2, 3, 4, 5, 6)	**T3** W8
Calculating the probabilities of individual outcomes	**T3** W8
Calculating probabilities using a spinner, where each event is a fraction or combination of fractions on the spinner	**T3** W8
Answering questions about the probability of combinations of outcomes, including checking that the sum of all the probabilities is 1	**T3** W8

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 1
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
1 Numbers and decimals Reading, writing, and representing tenths, hundredths, and thousandths as fractions and decimals Comparing and ordering numbers with up to three decimal places Rounding hundredths to the nearest whole number or tenth	(NEW) **Rational numbers: Decimals** • Are you ready? • Thousandths • Decimals on the number line • Order and compare decimals → (A) **Rational numbers: Fractions & decimals** • Nearest Whole Number	(Y6-F) **Fractions, Decimals and Percentages** • Fractions, decimals and percentages (pp 17–21) (Y7-G) **Fractions, Decimals and Percentages** • Decimal fractions (pp 12–16)
2 Place value Reading, writing, comparing, and ordering any whole number and representing them using base 10 structure Rounding whole numbers to the nearest million, hundred thousand, ten thousand, thousand, hundred, or ten	(NEW) **Number structure: Number** • Represent numbers → (A) **Number structure: Whole number & place value** • Place Value to Billions → (NEW) **Number structure: Number** • Partitioning • Order numbers • Rounding whole numbers	(Y6-F) **Reading and Understanding Whole Numbers** • Looking at whole numbers (pp 1–6) • Round and estimate (pp 17–18) (Y7-G) **Reading and Understanding Whole Numbers** • Read and understand numbers (pp 1–5)
3 Addition Adding and subtracting any whole numbers Rounding whole numbers to the nearest million, hundred thousand, ten thousand, thousand, hundred, or ten	(NEW) **Operations: Addition and subtraction** • Are you ready? • Addition strategies • Addition → (A) **Operations: Addition & subtraction** • Add 3-Digit Numbers: Regroup • Add Multi-Digit Numbers 2	(Y6-F) **Addition and Subtraction** • Addition mental strategies (pp 1–6) • Written methods - Addition (pp 17–18)
4 Subtraction Adding and subtracting any whole numbers Rounding whole numbers to the nearest million, hundred thousand, ten thousand, thousand, hundred, or ten	(NEW) **Operations: Addition and subtraction** • Subtraction strategies • Subtraction → (A) **Operations: Addition and subtraction** • 3-Digit Differences: 2 Regroupings • 3-Digit Differences with Zeros → (SQ) **Operations: Add & subtract whole numbers** • Subtraction using standard written algorithms	(Y6-F) **Addition and Subtraction** • Subtraction mental strategies (pp 9–14) • Written methods - Subtraction (pp 19–20)
5 Financial mathematics Calculating 10%, 25%, and 50% of whole dollar amounts (e.g. 50% of $280) Investigating questions involving purchases (e.g. ensuring there's enough money)	(SQ) **Financial maths: Percents of amounts** • Calculating 10%, 25% & 50% of whole dollar → (SQ) **Financial maths: Financial plans** • Solving problems involving purchases • Creating simple financial plans → (A) **Number: Financial maths** • Budgeting → (C) **Number & Algebra: Money** LEVEL 4–6 • How much money?	(Y5-E) **Addition and Subtraction** • Money (pp 38–39)

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 1
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
6 Factors and multiples Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 12	(NEW) **Number structure: Number Properties** • Multiples • Factors → (A) **Operations: Multiplication and Division** • Multiples of • Find the Factor → (SQ) **Number structures: Factor pairs** • Factor pairs	(Y5-E) **Multiplication and Division** • Using known facts (pp 11–12) (Y6-F) **Multiplication and Division** • Mental multiplication strategies (pp 9–10)
7 Interesting numbers Recognising square and cube numbers and the notation for squared (^{2}) and cubed (^{3}) Memorising the square numbers to 144 and cube numbers to 125	(NEW) **Number structure: Number Properties** • Square numbers → (A) **Number structure: Whole number & place value** • Square Roots → (SQ) **Number structures: Recognise square/cube** • Recognising square numbers • Recognising cube numbers • Finding square & cube numbers	(Y5-E) **Multiplication and Division** • Using known facts (p 10) (Y8-H) **Whole Numbers** • Square roots and cube roots (pp 35–36)
8 Time Converting between units of time (h, min, s) Measuring duration in both 12- and 24-hour time systems	(A) **Measuring, perimeter, area, volume & time** • Time Mentals (Something easier) • Time Conversions: Whole Numbers 2 → (SQ) **Measuring: convert units of time** • Converting units of time (h, min, s) → (SQ) **Measuring: Use 12- & 24-hr time** • Using 24-hour time → (A) **Measuring, perimeter, area, volume & time** • 24 Hour Time	(Y6-F) **Time** • Measuring time (pp 1–5) (Y7-G) **Time** • Calculating time (pp 9–12)
9 Duration 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) Measuring duration in both 12- and 24-hour time systems Estimating (using benchmarks) length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units Using and interpreting timetables to calculate the duration of events (e.g. bus and train schedules)	(A) **Measuring, perimeter, area, volume & time** • Elapsed time → (SQ) **Measuring: Solve elapsed time problems** • Solving elapsed time problems → (A) **Measuring, perimeter, area, volume & time** • Using timetables → (SQ) **Measuring: Use timetables** • Using timetables → (C) **Number & Algebra: Time** LEVEL 6–8 • 24-hour travel times	(Y5-E) **Time** • Measuring time (pp 9–10) (Y6-F) **Time** • Calculating time (pp 9–11) • Timetables (pp 15–17) (Y7-G) **Time** • Telling time (pp 3–6)

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 2
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
1 Fractions Reading, writing, and representing tenths, hundredths, and thousandths as fractions and decimals Finding equivalent fractions Comparing and ordering fractions where at least one denominator is a common multiple of all the others Converting between mixed numbers and improper fractions	(NEW) **Rational numbers: Fractions** • Are you ready? • Represent fractions • Equivalent fractions • Compare and order fractions → (A) **Rational numbers: Fractions & decimals** • Converting mixed and improper	(Y5-E) **Fractions** • Working with fractions (pp 3–5) • Types of fractions (pp 12–16) • Fractions, decimals and percentages (pp 25–28) (Y6-F) **Fractions, Decimals and Percentages** • Fractions (pp 1–2, 5–6) • Types of fractions (pp 9–14) (Y7-G) **Fractions, Decimals and Percentages** • Fractions (pp 1–9)
2 Operations with fractions Adding and subtracting fractions and mixed numbers when one denominator is a multiple of the other Connecting finding unit fractions of whole numbers to division (with remainders) (e.g. $\frac{1}{6}$ of 31 is equivalent to $31 \div 6 = 5\frac{1}{6}$)	(NEW) **Rational numbers: Fractions** • Add and subtract fractions • Add related fractions • Subtract related fractions → (A) **Rational numbers: Fractions & decimals** • Add Unlike Mixed numbers → (SQ) **Add/subtract related denominator** • Adding/subtracting mixed numbers	(Y6-F) **Fractions, Decimals and Percentages** • Calculating (pp 26–29) (Y7-G) **Fractions, Decimals and Percentages** • Calculating (pp 28–30)
3 Multiplication Multiplying any whole number by a two-digit number (e.g. 542×12)	(NEW) **Operations: Multiplication and division** • Are you ready? • Multiplication strategies • Multiples and powers of 10 × • Multiply by two digits → (A) **Operations: Multiplication and division** • Multiply: 1-Digit Number → (NEW) **Operations: Multiplication and division** • Multiply by two digits	(Y6-F) **Multiplication and Division** • Mental multiplication strategies (pp 3–7) • Written methods (pp 20–23) (Y7-G) **Multiplication and Division** • Mental multiplication strategies (pp 1–6) • Written methods (pp 13–15) (Y8-H) **Whole Numbers** • Long multiplication (p 10)
4 Division and remainders Dividing up to five-digit whole numbers by a one-digit divisor, with a remainder (e.g. 1283÷5= 256, remainder 3) Representing remainders from division as whole numbers, fractions, or rounded decimals, as appropriate to the context	(NEW) **Operations: Multiplication and division** • Multiples and powers of 10 ÷ • Division strategies • Division • Division with remainders → (SQ) **Operations: Representing remainders** • Representing remainders as fractions	(Y6-F) **Multiplication and Division** • Mental division strategies (pp 11–16) • Written methods (pp 24–26) (Y7-G) **Multiplication and Division** • Mental division strategies (pp 7–12) • Written methods (pp 16–17) (Y8-H) **Whole Numbers** • Short division (p 16)
5 Operations with decimals Adding and subtracting decimals to three decimal places Multiplying and dividing numbers by 10, 100, or 1,000 to make decimals and whole numbers (e.g. 1.3×10 = 13) and to identify tenths, hundredths, and thousandths places Investigating questions involving purchases (e.g. ensuring there's enough money) Converting metric units of length (m and cm), mass (g and kg), and capacity (L and mL), including combining mixed units to produce units with up to 2 decimal places (e.g. 10 kg and 500 g = 10.5 kg)	(NEW) **Rational numbers: Decimals** • Add decimals • Subtract decimals • Multiply or divide by 10, 100 or 1,000 → (SQ) **Rational numbers: Add/sub decimals** • Adding & subtracting decimals word problems • Adding & subtracting decimals to 3 decimal places	(Y6-F) **Fractions, Decimals & Percentages** • Calculating (pp 30–33) (Y7-G) **Fractions, Decimals & Percentages** • Calculating (pp 33–37)

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Term 2
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
6 Fractions, decimals and percentages Reading, writing, and representing tenths, hundredths, and thousandths as fractions and decimals Memorising decimal and percentage equivalents of common fractions ($\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}$) including fractions with denominators that are 10, or 100 Converting decimal tenths and hundredths to fractions and percentages (e.g. 0.31 = $\frac{31}{100}$ = 31%) Reasoning proportionally with fractions, decimals, and percentages to compare two quantities and determine missing values	(NEW) **Rational numbers: Percentages** • Are you ready? • Fractions and percentages • Decimals, fractions and percentages → (A) **Rational numbers: Fractions, decimals & percents** • Percentages to Fractions (with and without simplification) • Match Decimals and Percentages	(Y6-F) **Fractions, Decimals and Percentages** • Fractions, decimals and percentages (pp 17–23) (Y7-G) **Fractions, Decimals & Percentages** • Decimal fractions - percentages (p 17)
7 Fractions of amounts **Percentages of amounts** Finding a non-unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. 2/3 of 240) Finding a whole set or amount when given a non-unit fraction, using multiplication and division facts (e.g. $\frac{3}{4}$ of the set is 90, what is the whole set?) Connecting finding unit fractions of whole numbers to division (with remainders) (e.g. $\frac{1}{6}$ of 31 is equivalent to 31÷6=5$\frac{1}{6}$) Finding common percentages (1%, 10%, 20%, 25%, 50%, 75%) of whole numbers Finding the whole (100%) when given a percentage (e.g. 75% is 24) Calculating 10%, 25%, and 50% of whole dollar amounts (e.g. 50% of $280)	(NEW) **Rational numbers: Fractions** • Find a fraction of an amount • Problem-solving fractions of amounts → (SQ) **Rational numbers: Find the whole** • Finding a fraction of a whole number → (NEW) **Rational numbers: Percentages** • Percentages of an amount → (A) **Rational numbers: Fractions, decimals & percents** • Percentage of an amount using Fractions	(Y6-F) **Fractions, Decimals and Percentages** • Fractions (pp 3–4) (Y7-G) **Fractions, Decimals & Percentages** • Fractions of an amount (p 21–25)
8 Angles Classifying, measuring, and constructing angles up to 360°, using a protractor Identifying and describing angles at a point, angles on a straight line, and vertically opposite angles, using angle notation Reasoning about and finding unknown angles in situations involving angles at a point, angles on a straight line, and vertically opposite angles	(A) **Measuring, perimeter, area, volume & time** • Measuring Angles • Classifying Angles → (SQ) **Measuring: Find unknown angles** • Adjacent angles • Angles on a straight line → (A) **Measuring, perimeter, area, volume & time** • Vertically Opposite Angles: Unknown	(Y6-F) **Geometry** • Lines and angles (pp 2–6) (Y7-G) **Geometry** • Lines and angles (pp 1–4)
9 2D shapes Identifying, classifying, and explaining similarities and differences between 2D shapes (including different types of triangles and quadrilaterals) and between prisms and pyramids Identifying and describing the interior angles of triangles and quadrilaterals	(A) **Geometry: Shape, space & pathways** • Collect More Shapes • Sides, Angles and Diagonals • Properties of Quadrilaterals → (SQ) **Shapes: Classify shapes by angles** • Classifying triangles by angles • Classifying quadrilaterals by angles	(Y5-E) **Space** • Lines, angles and shapes (pp 4–7) (Y6-F) **Geometry** • 2D shapes (pp 7–13) (Y7-G) **Geometry** • 2D shapes (pp 7–13)

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 3
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
1 Integers Counting forwards and backwards with positive whole numbers, including working with negative numbers (e.g. starting at -6 and counting backwards in 2s)	(NEW) **Number structure: Number** • Using number lines • Integers on the number line → (A) **Number structure: Whole number & place value** • Integers on a Number Line → (SQ) **Number structures: Integers** • Comparing & ordering positive & negative	(Y7-G) **Reading and Understanding Whole Numbers** • Types of numbers (p 9–10)
2 Number patterns Developing a rule for a growing pattern in words and making conjectures about further elements in the pattern	(NEW) **Number structure: Number Properties** • Are you ready? • Complete the pattern • Patterns from words • Problem solving with patterns → (SQ) **Relationships: Growing patterns** • Investigating growing patterns	(Y5-E) **Patterns** • Patterns and functions (pp 3–11) (Y6-F) **Patterns and Algebra** • Patterns and functions (pp 1–10)
3 Open number sentences Checking the truth of and completing open number sentences that involve all four operations and that include the use of inequalities, respecting the order of operations (e.g. 8×7≤8×5+4^2,true or false?)	(A) **Algebra: Equations & relationships** • Missing Numbers: × and ÷ facts • Equivalent Facts: Multiply • Find the Missing Number 2 • Missing Values → (SQ) **Equations: Equality & inequality** • Using equality & inequality to solve problems	(Y5-E) **Patterns** • Equations and equivalence (pp 13–19) (Y6-F) **Patterns and Algebra** • Equations and equivalence (pp 13–18) • Using equations (pp 21–25)
4 Patterns in tables Coordinate plane Locating coordinate points on a coordinate plane, including points found on the x- or y-axis Generating a table of values from a rule for a growing pattern and plotting these points on a coordinate plane	(A) **Geometry: Shape, space & pathways** • Coordinate Graphs: 1st Quadrant → (SQ) **Relationships: Tables of values** • Generating a table of values for a growing pattern → (A) **Algebra: Equations & relationships** • Table of Values • Coordinate Graphs • Graphing from a Table of Values	(Y8-H) **The Number Plane** • Axes and coordinates (pp 6–8) • Plotting tables of values (pp 9–12)
5 Symmetry and geometric patterns Identifying shapes with rotational symmetry and determining their order of rotational symmetry Visualising, creating, and describing 2D geometric patterns and tessellations using rotation, reflection, and translation, and identifying the properties of the shapes that do not change Predicting the results of two-step transformations (reflections, translations, rotations) on 2D shapes	(A) **Geometry: Shape, space & pathways** • Rotational symmetry • Transformations → (SQ) **Spatial reasoning: Tessellations** • Recognising tessellations • Creating patterns using transformations → (SQ) **Spatial reasoning: Transformation** • Two-step transformations	(Y6-F) **Geometry** • Transformation, tessellation and symmetry (19–22) (Y7-G) **Geometry** • Transformation, tessellation and symmetry (17–21)

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 3
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
6 Order of operations Calculating expressions using the order of operations Checking the truth of and completing open number sentences that involve all four operations and that include the use of inequalities, respecting the order of operations (e.g. 8×7≤8×5+4^2,true or false?)	(A) **Operations: Multiplication & division** • Order of operations 1 → (SQ) **Operations: Order of operations** • Order of operations → (NEW) **Patterns and equivalence *(coming soon)*** • Unknown values – order of operations • Are these equivalent? Order of operations	(Y8-H) **Whole Numbers** • Order of Operations (p 12)
7 Word problems – 4 operations Adding and subtracting any whole numbers Multiplying any whole number by a two-digit number (e.g. 542×12) Dividing up to five-digit whole numbers by a one-digit divisor, with a remainder (e.g. 1283÷5= 256, remainder 3) Investigating questions involving purchases (e.g. ensuring there's enough money)	(NEW) **Operations: Addition and subtraction** • Problem solving + - → (SQ) **Operations: Add & subtract whole numbers** • Addition & subtraction word problems → (NEW) **Operations: Multiplication and division** • Problem solving with × ÷ → (SQ) **Operations: Solve problems (×)** • Solving multiplication word problems → (SQ) **Operations: Solve problems (÷)** • Solving division word problems	(Y6-F) **Addition and Subtraction** • Addition mental strategies (pp 2, 4, 8) • Subtraction mental strategies (pp 10, 12) • Written methods (pp 23) (Y6-F) **Multiplication and Division** • Written methods (pp 23, 26–28) • Puzzles and investigations (pp 29–30) (Y7-G) **Multiplication and Division** • Written methods (pp 18–19)
8 Probability Listing the sample space of an event (e.g. the sample space for rolling a die is 1, 2, 3, 4, 5, 6) Calculating the probabilities of individual outcomes Calculating probabilities using a spinner, where each event is a fraction or combination of fractions on the spinner Answering questions about the probability of combinations of outcomes, including checking that the sum of all the probabilities is 1	(A) **Statistics & probability** • Introductory probability • How many Combinations? • Find the probability → (SQ) **Sample space** • Identifying sample space → (SQ) **Probability of combination of outcomes** • Probability of combination of outcomes	(Y6-F) **Chance and Probability** • Chance and probability (pp 1–7) (Y7-G) **Chance and Probability** • Chance and probability (pp 1–8)
9 Mass **Temperature** 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) Estimating (using benchmarks) length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units Converting metric units of length (m and cm), mass (g and kg), and capacity (L and mL), including combining mixed units to produce units with up to 2 decimal places (e.g. 10 kg and 500 g = 10.5 kg)	(SQ) **Measuring: Mass** • Measuring & recording mass • Solving mass problems → (A) **Measuring, perimeter, area, volume & time** • Grams and Kilograms Conversion → (A) **Measuring, perimeter, area, volume & time** • What's the Temperature (Celsius)? → (SQ) **Measuring: Temperature** • Measuring & recording temperature	(Y6-F) **Volume, Capacity and Mass** • Mass (pp 9–12) (Y7-G) **Volume, Capacity and Mass** • Mass (pp 9–10)

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 4
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
1 Developing knowledge from data Collecting time-series data (e.g. how the mass of a kilogram of carrots varies over 5 days) Calculating the mean for numerical data Calculating the range for numerical data	(A) **Statistics & probability** • The mean • Data Extremes and Range → (SQ) **Statistics: Calculate the mean** • Calculating the mean • Calculating the range → (C) **Statistics & data** LEVEL 5–7 • Family ages	(Y6-F) **Data Representation** • Collecting and analysing data (pp 19–23) (Y7-G) **Data Representation** • Collecting and analysing data (pp 22–23)
2 Visualising data Creating time-series graphs Choosing and creating an appropriate data visualisation for a given set of data	(A) **Statistics & probability: Time-series graphs** • Representing/reading data in line graphs • Representing/reading data in dot plots • Representing/reading data in pie charts • Representing/reading data in clustered bar • Representing/reading stem-and-leaf graphs	(Y6-F) **Data Representation** • Types of graphs (pp 1–17) (Y7-G) **Data Representation** • Types of graphs (pp 20–21)
3 Interpreting data (SQ) Identifying whether a time-series graph shows a trend Calculating an average and a range for continuous numerical data Interpreting data visualisations, including those from contemporary media	(A) **Statistics & probability** • Reading from a Column Graph • Histograms • Line Graphs: Reading → (SQ) **Statistics: Interpret data in tables** • Interpreting data from tables → (SQ) **Statistics: Evaluate data displays** • Using & evaluating data displays	(Y6-F) **Data Representation** • Types of graphs (pp 1–17) (Y7-G) **Data Representation** • Types of graphs (pp 20–21) • Collecting and analysing data (pp 32–34)
4 Length and perimeter 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) Estimating (using benchmarks) length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units Converting metric units of length (m and cm), mass (g and kg), and capacity (L and mL), including combining mixed units to produce units with up to 2 decimal places (e.g. 10 kg and 500 g = 10.5 kg)	(A) **Measuring, perimeter, area, volume & time** • Measuring length • Perimeter: Squares and Rectangles • Centimetres and Metres → (SQ) **Measuring: Length** • Comparing & ordering length → (SQ) **Measuring: Convert units of measure** • Converting units of length	(Y6-F) **Length, Perimeter and Area** • Units of length (pp 1–4) • Perimeter (pp 17–21)
5 Area Visualising, estimating, and calculating (using multiplication) the areas of rectangles and right-angled triangles (in cm^2 and m^2) and the volumes of rectangular prisms (in cm^3)	(A) **Measuring, perimeter, area, volume & time** • Area: Squares and Rectangles → (SQ) **Measuring: Calculate area** • Calculating the area of rectangles • Calculating the area of right-angled triangles → (A) **Number & Algebra: Area** LEVEL 4–6 • Farmer's fences → (C) **Number & Algebra: Area** LEVEL 4–6 • Make a puppy play area	(Y7-G) **Length, Perimeter and Area** • Area (pp 25–27)

Scope & Sequence

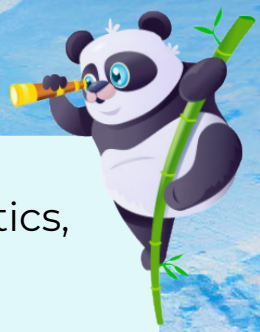
New Zealand Curriculum Mathematics and Statistics (2026) Phase 2, Yr 6

Term 4
Phase 2: Year 6

Mathletics

Focus and practice statements	Online activities Curated content in a suggested teaching sequence (NEW) NEW COURSES (A) ACTIVITIES (COURSES) (SQ) SKILL QUESTS (C) CHALLENGES	Ebook pages
6 Interpreting maps Interpret and create grid references and simple scales on maps, using directional language including the four main compass points, turn (in degrees), and distance (in m, km) to locate and describe positions and pathways	(SQ) **Pathways: Grid references & map scales** • Using simple scales on maps • Using grid references & coordinates → (A) **Geometry: Shape, space & pathways** • What direction was that? • Scale → (SQ) **Pathways: Positions & pathways** • Using cardinal compass directions	(Y6-F) **Position** • Coordinates (pp 7–14) (Y7-G) **Position** • Coordinates (pp 6–10) • Maps and scale (pp 13–14)
7 Volume Visualising, estimating, and calculating (using multiplication) the areas of rectangles and right-angled triangles (in cm^2 and m^2) and the volumes of rectangular prisms (in cm^3) Calculating, estimating, and comparing the volumes of cubes and rectangular prisms using standard units, including cubic centimetres (cm^3) and cubic metres (m^3)	(A) **Measuring, perimeter, area, volume & time** • Volume of Solids and Prisms – 1cm^3 blocks • Volume: Rectangular Prisms 1 → (SQ) **Measuring: Volume using multiplication** • Calculating the volume of rectangular prisms → (SQ) **Measuring: Volume using standard units** • Calculating volumes using standard units → (C) **Number & Algebra: Volume & capacity** LEVEL 4–6 • Face stickers	(Y6-F) **Volume, Capacity and Mass** • Volume and capacity (pp 3–4) (Y7-G) **Volume, Capacity and Mass** • Volume and capacity (pp 3–4)
8 Capacity 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) Estimating (using benchmarks) length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units Converting metric units of length (m and cm), mass (g and kg), and capacity (L and mL), including combining mixed units to produce units with up to 2 decimal places (e.g. 10 kg and 500 g = 10.5 kg)	(SQ) **Measuring: Capacity** • Measuring capacity • Solving capacity problems → (SQ) **Measuring: Estimate capacity** • Estimating capacity → (SQ) **Measuring: Convert units of measure** • Converting units of capacity	(Y6-F) **Volume, Capacity and Mass** • Volume and capacity (pp 1–2) (Y7-G) **Volume, Capacity and Mass** • Volume and capacity (pp 1–2)
9 Prisms and pyramids Review Identifying, classifying, and explaining similarities and differences between 2D shapes (including different types of triangles and quadrilaterals) and between prisms and pyramids	(A) **Geometry: Shape, space & pathways** • Prisms and Pyramids • What Prism am I? • What Pyramid am I? → (SQ) **Shapes: Prisms & pyramids** • Comparing & naming prisms • Comparing & naming pyramids	(Y9-E) **Space, Shape and Position** • Investigating 3D shapes (p 10) **Geometry** • 3D shapes (pp 25–27)

Mathletics



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