

Term one			
Week 1	Number	Number structure	Numbers to 1000
Week 2	Number Measurement	Operations Measuring	Addition & subtraction facts Time: Calendars
Week 3	Geometry	Shape Spatial reasoning	2D shapes & angles
Week 4	Number	Operations	Addition & subtraction: Mental strategies 1
Week 5	Number	Number structure	Numbers to at least 1000
Week 6	Number	Operations	Rounding & estimation Addition & subtraction: Mental strategies 2
Week 7	Measurement	Measuring	Length
Week 8	Measurement	Perimeter, area & volume	Perimeter & area 1
Week 9	Geometry	Shape	3D objects 1

Term two			
Week 1	Number Measurement	Rational numbers Measuring	Fraction review Tell time 1
Week 2	Number	Operations Rational numbers	Division: Sharing Fractions 1
Week 3	Number	Operations	Addition & subtraction: Mental strategies 3
Week 4	Number	Operations	Multiplication & division facts 1
Week 5	Measurement Geometry	Volume Shape	Volume 3D objects 2
Week 6	Number	Number structure Operations	Skip count patterns Multiplication: Mental strategies 1
Week 7	Algebra Number	Equations & relationships Operations	Number patterns Division: Mental strategies 1
Week 8	Measurement Number	Measuring Financial maths	Tell time 2 Money 1
Week 9	Measurement	Measuring	Capacity

Term three			
Week 1	Measurement	Measuring Rational numbers	Mass 1 Fractions 2
Week 2	Number	Operations	Addition & subtraction: Mental strategies 4
Week 3	Number	Operations	Addition & subtraction word problems
Week 4	Number	Operations	Multiplication & division facts 2
Week 5	Number	Operations	Addition & subtraction: Vertical method
Week 6	Algebra	Equations & relationships	Equality Patterns
Week 7	Measurement Number	Measuring Operations	Mass 2 Multiplication & division facts
Week 8	Number	Operations	Multiplication: Mental strategies 2
Week 9	Number	Operations	Division: Mental strategies 2

Term four			
Week 1	Statistics	Statistics	Data: Construct & interpret displays
Week 2	Statistics	Statistics	Data: Investigate
Week 3	Number	Operations	Addition & subtraction word problems
Week 4	Geometry	Shape Spatial reasoning	2D shapes & transformation
Week 5	Number	Rational numbers	Fractions 3
Week 6	Probability	Probability	Chance
Week 7	Measurement	Pathways	Position
Week 8	Number Measurement	Financial maths Measuring	Money 2 Time review
Week 9	Algebra	Algorithmic thinking	Simple sequences

NUMBER	
Number structure	LOCATED (TERM, WEEK)
estimate the number of objects in a collection of less than 100, using patterns and groupings	T1 W1
count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000	T1 W1, 5
identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure	T1 W1, 5
compare and order whole numbers up to at least 1,000	T1 W5
partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., $400 + 300 = _$, $350 + _ = 500$)	T1 W1, 5
Operations	
use estimation to predict and to check the reasonableness of calculations	T1 W6 T4 W3
round whole numbers up to 1,000 to the nearest hundreds and tens	T1 W6
add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)	T1 W2, 4, 6 T2 W3 T3 W2, 3, 5 T4 W3
recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves	T1 W2, 6
recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s	T2 W4 T3 W4, 7
multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6 ; 2×23)	T2 W4, 6 T3 W4, 7, 8
divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)	T2 W2, 4, 7 T3 W4, 7, 9
Rational numbers	
identify, read, write and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line	T2 W1, 2 T3 W1
compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent	T3 W1
find a unit fraction of a whole number (e.g., $\frac{1}{3}$ of 15) and identify the whole set or amount when given a unit fraction (e.g. " $\frac{1}{4}$ of the set is 3, what is the whole set?")	T4 W5
add and subtract unit fractions with the same denominator (e.g., $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$)	T2 W2
Financial maths	
make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes	T2 W8 T4 W8

ALGEBRA	
Equations & relationships	LOCATED (TERM, WEEK)
solve true and false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign	T3 W6 T4 W3
recognise, continue, and create growing patterns, and describe a rule to explain a pattern	T2 W6, 7 T3 W6
Algorithmic thinking	
create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task	T2 W7 T4 W9

MEASUREMENT	
Measuring	LOCATED (TERM, WEEK)
estimate and then reliably measure length, capacity, and mass (weight), using whole-number metric units (e.g., from tools with labelled markings)	T1 W7 T2 W9 T3 W1
compare and order objects using metric units of length, mass (weight) or capacity	T1 W7 T2 W9 T3 W1, 7
turn, and describe how far an object or person has turned, using full, half, quarter, and three-quarter turns as benchmarks	T4 W4
identify the duration of events using years, months, weeks, days, hours, minutes, and seconds	T1 W2 T2 W8 T4 W8
tell the time to the hour, half hour, and quarter past and quarter to the hour	T2 W1 T4 W8

MEASUREMENT	
Perimeter, area & volume	LOCATED (TERM, WEEK)
visualise, estimate, and measure: <ul style="list-style-type: none"> – the perimeter of polygons using metric units – the area of 2D shapes covered with squares of identical size – the volume of rectangular prisms (cuboids) by filling them with identical units 	T1 W8 T2 W5

GEOMETRY	
Shape	LOCATED (TERM, WEEK)
visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes	T1 W3, 9 T2 W5
identify right angles in shapes and objects	T1 W3
Spatial reasoning	
compose and decompose 2D shapes using the attributes of shapes (e.g., lines of symmetry), other shapes, side lengths, and angles	T1 W3
predict the result of a one-step transformation (reflection, translation, or rotation) on 2D shapes	T4 W4
Pathways	
follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location	T4 W7
interpret, draw, and use simple maps to locate objects and places relative to other objects and places	T1 W3

STATISTICS	
Problem, plan, data, analysis, conclusion	LOCATED (TERM, WEEK)
pose a summary investigative question about an everyday situation, using categorical data and discrete numerical (whole number) data, including about identifying the variable and the group of interest, and anticipate what the data might show	T4 W2
plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people	T4 W2
collect, record, and sort data or use secondary data sources provided by someone else	T4 W2
create and make statements about data visualisations (e.g., picture graphs, dot plots, bar graphs) for categorical and discrete numerical data	T4 W1, 2
choose statements that best answer the investigative question, reflect on findings, and compare them with anticipated outcomes	T4 W1, 2
Statistical literacy	
identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements	T4 W1

PROBABILITY	
Probability investigations	LOCATED (TERM, WEEK)
engage in chance-based investigations about games and everyday situations to: <ul style="list-style-type: none"> – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) 	T4 W6
Critical thinking in probability	
explain and question statements about chance-based situations, with reference to data	T4 W6

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Numbers to 1000</p> <p>Estimate collections Counting sequences Read, write, represent Place value</p>	<p>estimate the number of objects in a collection of less than 100, using patterns and groupings count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000 identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., $400 + 300 = _$, $350 + _ = 500$)</p>	<p>SKILL QUESTS</p> <p>Counting within 1000</p> <ul style="list-style-type: none"> Counting collections to 100 Counting forwards & backwards within 1000 Counting in tens with 2- and 3-digit numbers Counting in hundreds, tens & ones up to 1000 <p>Numbers before & after up to 1000</p> <ul style="list-style-type: none"> Numbers before & after within 1000 <p>Place value of 3-digit numbers</p> <ul style="list-style-type: none"> Using place value with 3-digit numbers Find numbers 10 or 100 before & after up to 1000 Finding the number of tens Solving place value problems <p>Read & write 3-digit numbers</p> <ul style="list-style-type: none"> Reading & writing 3-digit numbers <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole number & place value</p> <ul style="list-style-type: none"> Place value 2 1 More, 10 Less Repartition Two-digit Numbers 	<p>Y3-C Numbers</p> <ul style="list-style-type: none"> Number sense (pp 33–38) Numbers to 999 (pp 1–18) Place value to 999 (pp 19–32) Skip counting (pp 41–51) <p>Y4-D Numbers</p> <ul style="list-style-type: none"> Looking at whole numbers (pp 1–6)
<p>Week 2</p> <p>Addition & subtraction facts Time: Calendars</p> <p>Recall facts to 20 Doubles, near doubles and halves Use a calendar</p>	<p>recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$) identify the duration of events using years, months, weeks, days, hours, minutes, and seconds</p>	<p>SKILL QUESTS</p> <p>Addition & subtraction facts to 20</p> <ul style="list-style-type: none"> Addition & subtraction facts <p>Addition & subtraction strategies</p> <ul style="list-style-type: none"> Adding doubles or near doubles <p>Use a calendar</p> <ul style="list-style-type: none"> Using a calendar <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & Subtraction</p> <ul style="list-style-type: none"> Doubles and Halves to 20 Doubles and Near Doubles All about Twenty Simple Subtraction <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> Months of the Year Days: After and Before Seasons (AU/NZ) Using a Calendar 1st to 31st 	<p>Y3-C Operations with number</p> <ul style="list-style-type: none"> Addition (pp 1–16) Subtraction (pp 26–27) <p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (pp 1–4) Subtraction mental strategies (p 15) <p>Y3-C Time and Money</p> <ul style="list-style-type: none"> Time (pp 1–7) <p>Y4-D Time</p> <ul style="list-style-type: none"> Measuring time (pp 13, 15–16)
<p>Week 3</p> <p>2D shapes & angles</p> <p>Properties of 2D shapes Classify & compare Line symmetry in shapes Right angles in shapes</p>	<p>visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes identify right angles in shapes and objects compose and decompose 2D shapes using the attributes of shapes (e.g., lines of symmetry), other shapes, side lengths, and angles</p>	<p>SKILL QUESTS</p> <p>Identify & compare 2D shapes</p> <ul style="list-style-type: none"> Describing & comparing 2D shapes <p>Identifying line symmetry</p> <ul style="list-style-type: none"> Identifying line symmetry <p>Identifying right angles in shapes & objects</p> <ul style="list-style-type: none"> Identifying right angles in shapes & objects <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Collect the Shapes 2 Count Sides and Corners Symmetry Right Angle Relation <p>CHALLENGES</p> <p>Geometry: 3D Shapes LEVEL 2–4</p> <ul style="list-style-type: none"> Opposite shapes BOX 2 	<p>Y3-C Space and Shape</p> <ul style="list-style-type: none"> 2D space (pp 1–14, 17)
<p>Week 4</p> <p>Addition & subtraction: Mental strategies 1</p> <p>Add & subtract up to 2-digit numbers Commutative property of addition Bridge to next 10 Using bonds of multiples of 10 Adding and subtracting tens and ones</p>	<p>add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)</p>	<p>SKILL QUESTS</p> <p>Addition & subtraction strategies</p> <ul style="list-style-type: none"> Adding using bonds to 10 Adding using mental strategies up to 100 Adjusting addends to add <p>Properties of addition & subtraction</p> <ul style="list-style-type: none"> Identity property of addition & subtraction Commutative property of addition & subtraction <p>Add & subtract using place value</p> <ul style="list-style-type: none"> Add & subtract tens and ones <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & Subtraction</p> <ul style="list-style-type: none"> Add 3 Numbers Using Bonds to 10 Commutative Property of Addition 	<p>Y3-C Operations with number</p> <ul style="list-style-type: none"> Addition (pp 17–18, 21, 23)
<p>Week 5</p> <p>Numbers to at least 1000</p> <p>Partition and regroup Compare & order Count by 10s and 100s</p>	<p>count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000 identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure compare and order whole numbers up to at least 1,000 partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., $400 + 300 = _$, $350 + _ = 500$)</p>	<p>SKILL QUESTS</p> <p>Read & write 4-digit numbers</p> <ul style="list-style-type: none"> Reading & writing 4-digit numbers <p>Compare & order numbers to at least 1000</p> <ul style="list-style-type: none"> Comparing & ordering numbers to at least 1000 <p>Partitioning numbers to at least 1000</p> <ul style="list-style-type: none"> Partitioning 3- & 4-digit numbers <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole number & place value</p> <ul style="list-style-type: none"> Place value – Thousands Ascending Order Descending Order Greater Than or Less Than 1 Smallest and largest number 	<p>Y4-D Numbers</p> <ul style="list-style-type: none"> Place value of whole numbers (pp 11–18)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Rounding & estimation Addition & subtraction: Mental strategies 2</p> <p>Round & estimate Estimate sums & differences Add & subtract multiples of 10 and 100 Addition & subtraction facts</p>	<p>round whole numbers up to 1,000 to the nearest hundreds and tens</p> <p>use estimation to predict and to check the reasonableness of calculations</p> <p>add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)</p> <p>recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves</p>	<p>SKILL QUESTS</p> <p>Round numbers</p> <ul style="list-style-type: none"> Rounding numbers to nearest 10 (up to 1000) Rounding numbers to nearest 100 (up to 1000) <p>Add & subtract multiples of 10 & 100</p> <ul style="list-style-type: none"> Adding & subtracting multiples of 10 Adding & subtracting multiples of 100 <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & Subtraction</p> <ul style="list-style-type: none"> Nearest 10? Nearest 100? Related Facts 1 Fact Families: Add and Subtract 	<p>Y3-C Numbers</p> <ul style="list-style-type: none"> Number sense (pp 39–40) <p>Y4-D Numbers</p> <ul style="list-style-type: none"> Round and estimate (pp 19–26) <p>Y3-C Operations with Number</p> <ul style="list-style-type: none"> Subtraction (pp 26–27) <p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Subtraction mental strategies (pp 16–30)
<p>Week 7</p> <p>Length</p> <p>Estimate and measure length in m and cm Compare & order lengths</p>	<p>estimate and then reliably measure length, capacity, and mass (weight), using whole-number metric units (e.g., from tools with labelled markings)</p> <p>compare and order objects using metric units of length, mass (weight) or capacity</p>	<p>SKILL QUESTS</p> <p>Formal units of length (cm & m)</p> <ul style="list-style-type: none"> Introducing formal units (cm) Introducing formal units (m) Comparing & ordering m & cm Selecting appropriate length units <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> How Long is That? Ordering Lengths (cm) 	<p>CHALLENGES</p> <p>Measurement: Length LEVEL 2–4</p> <ul style="list-style-type: none"> Metres or centimetres? DOK 2 <p>Y3-C Measurement</p> <ul style="list-style-type: none"> Length (pp 1–12) <p>Y4-D Measurement</p> <ul style="list-style-type: none"> Units of length (pp 1–3)
<p>Week 8</p> <p>Perimeter & area 1</p> <p>Estimate & measure perimeter Measure and compare areas with square units</p>	<p>visualise, estimate, and measure:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units the area of 2D shapes covered with squares of identical size the volume of rectangular prisms (cuboids) by filling them with identical units 	<p>SKILL QUESTS</p> <p>Perimeter with metric units</p> <ul style="list-style-type: none"> Measuring perimeter in metric units <p>Exploring area with square units</p> <ul style="list-style-type: none"> Measure area of rectangles (square units) <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> Perimeter of Shapes Equal Areas 	<p>CHALLENGES</p> <p>Measurement: Area LEVEL 2–4</p> <ul style="list-style-type: none"> Rectangles of equal area DOK 3 <p>Y3-D Measurement</p> <ul style="list-style-type: none"> Units of length (pp 6, 10–12)
<p>Week 9</p> <p>3D objects 1</p> <p>Recognise simple 3D objects Recognise face shapes Count edges, corners and faces Draw and build</p>	<p>visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes</p>	<p>SKILL QUESTS</p> <p>Properties of 3D shapes</p> <ul style="list-style-type: none"> Introducing faces, edges, vertices <p>Introduce pyramids</p> <ul style="list-style-type: none"> Introduction to pyramids 	<p>Y3-C Space and Shape</p> <ul style="list-style-type: none"> 3D space (pp 19–21, 23, 25–29)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Fraction review Tell time 1</p> <p>Halves, quarters & eighths Thirds Tell time to the quarter</p>	<p>identify, read, write and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line</p> <p>tell the time to the hour, half hour, and quarter past and quarter to the hour</p>	<p>SKILL QUESTS</p> <p>Working with halves, quarters & eighths</p> <ul style="list-style-type: none"> Finding halves, quarters & eighths <p>Working with thirds, fifths, sixths</p> <ul style="list-style-type: none"> Introducing thirds <p>Tell time to the quarter hour</p> <ul style="list-style-type: none"> Review: Telling time to the hour & half hour Telling time to the quarter hour <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Simple fractions</p> <ul style="list-style-type: none"> Halves and Quarters Thirds and Sixths <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> Set Time to the Hour Set Time to the Half Hour Quarter To and Quarter Past 	<p>Y3-C Numbers</p> <ul style="list-style-type: none"> Fractions (pp 57–68) <p>Y4-D Time and Money</p> <ul style="list-style-type: none"> Time (pp 14–23) <p>Y4-D Time</p> <ul style="list-style-type: none"> Telling time (pp 1–2)
<p>Week 2</p> <p>Division: Sharing Fractions 1</p> <p>Divide by sharing Repeated subtraction Unit fractions of sets Add and subtract fractions with same denominator</p>	<p>divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)</p> <p>identify, read, write and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line</p> <p>add and subtract unit fractions with the same denominator (e.g., $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$)</p>	<p>SKILL QUESTS</p> <p>Division by sharing & grouping</p> <ul style="list-style-type: none"> Dividing by sharing & grouping (up to 50) Using repeated subtraction to divide <p>Working with thirds, fifths, sixths</p> <ul style="list-style-type: none"> Introducing sixths Introducing fifths <p>Add fractions – same denominator</p> <ul style="list-style-type: none"> Add & subtract fractions with same denominators <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Simple fractions</p> <ul style="list-style-type: none"> Add Subtract Fractions 1 	<p>Y3-C Operations with number</p> <ul style="list-style-type: none"> Division (pp 67–68, 71–74, 79) <p>Y4-D Multiplication and division</p> <ul style="list-style-type: none"> Division (pp 26–27)
<p>Week 3</p> <p>Addition & subtraction: Mental strategies 3</p> <p>Add and subtract with 2- and 3-digit numbers Bridging strategy Place value strategies</p>	<p>add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)</p>	<p>SKILL QUESTS</p> <p>Add & subtract using the number line</p> <ul style="list-style-type: none"> Add & subtracting with number line (2-digits) <p>Add & subtract using place value</p> <ul style="list-style-type: none"> Add & subtract 2- & 3-digit numbe 	<p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (pp 5–10, 16–30)
<p>Week 4</p> <p>Multiplication & division facts 1</p> <p>Multiplication – equal groups Review multiplication and division facts for 2, 5, 10 Multiply and divide by 1 and 0</p>	<p>recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s</p> <p>multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6; 2×23)</p> <p>divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)</p>	<p>SKILL QUESTS</p> <p>Mult div facts for 2, 5, 10 & 3</p> <ul style="list-style-type: none"> Exploring multiplication & division by 2 Exploring multiplication & division by 10 Exploring multiplication & division by 5 <p>Properties of multiplication & division</p> <ul style="list-style-type: none"> Identity property of multiplication & division <p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Grouping in Twos Grouping in Fives Groups of Ten Dividing Twos Dividing Fives Dividing Tens 	<p>Y3-C Operations with number</p> <ul style="list-style-type: none"> Multiplication (pp 49–52, 56–63) <p>Y3-C Patterns and Relationships</p> <ul style="list-style-type: none"> Number relationships (p 40)
<p>Week 5</p> <p>Volume 3D objects 2</p> <p>Measure volume using cube units Compare and order volumes Sort 3D shapes</p>	<p>visualise, estimate, and measure:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units the area of 2D shapes covered with squares of identical size the volume of rectangular prisms (cuboids) by filling them with identical units <p>visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes</p>	<p>SKILL QUESTS</p> <p>Compare & order volume (blocks)</p> <ul style="list-style-type: none"> Comparing & ordering volume (blocks) <p>Sort & compare 3D objects</p> <ul style="list-style-type: none"> Sorting 3D shapes <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Match the Object 	<p>Y3-C Measurement</p> <ul style="list-style-type: none"> Volume and capacity (p 28) <p>Y4-D Measurement</p> <ul style="list-style-type: none"> Volume and capacity (p19) <p>Y3-C Space and Shape</p> <ul style="list-style-type: none"> 3D space (pp 18, 22, 24)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Skip count patterns Multiplication: Mental strategies 1</p> <p>Skip count patterns Multiplication: Mental strategies 1 Count forwards and backwards in 2s, 3s, 5s, 10s and 100s, from any number Multiply 1-digit numbers Multiply using doubling Multiply using repeated addition</p>	<p>recognise, continue, and create growing patterns, and describe a rule to explain a pattern</p> <p>multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6; 2×23)</p>	<p>SKILL QUESTS</p> <p>Multiply with arrays & repeated addition</p> <ul style="list-style-type: none"> Introducing arrays & repeated addition <p>ACTIVITIES (COURSES)</p> <p>Equations & relationships</p> <ul style="list-style-type: none"> Count by Twos Count by Fives Counting on a 100 grid <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Count by 2s, 5s and 10s <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Arrays 1 Multiplication Arrays 	<p>Y3-C Patterns and Relationships</p> <ul style="list-style-type: none"> Patterns (pp 11–13) <p>Y3-C Operations with Number</p> <ul style="list-style-type: none"> Multiplication (pp 53–55) <p>Y4-D Multiplication and division</p> <ul style="list-style-type: none"> Mental multiplication strategies (pp 20–21)
<p>Week 7</p> <p>Number patterns Division: Mental strategies 1</p> <p>Work with growing patterns Divide 1- and 2-digit numbers by 1-digit numbers Inverse operations & fact families</p>	<p>divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)</p> <p>recognise, continue, and create growing patterns, and describe a rule to explain a pattern</p> <p>create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task</p>	<p>SKILL QUESTS</p> <p>Explore simple growing patterns</p> <ul style="list-style-type: none"> Exploring simple growing patterns <p>Follow & create simple sequences</p> <ul style="list-style-type: none"> Following & creating simple sequences <p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Fill the Jars Divide into Equal Groups <p>Equations & relationships</p> <ul style="list-style-type: none"> Odd or Even? 	<p>Y3-C Patterns and Relationships</p> <ul style="list-style-type: none"> Patterns and rules (pp 5–10) Number relationships (pp 37, 38) <p>Y3-C Operations with Number</p> <ul style="list-style-type: none"> Division (pp 75–78) <p>Y4-D Multiplication and division</p> <ul style="list-style-type: none"> Division (pp 29–31)
<p>Week 8</p> <p>Tell time 2 Money 1</p> <p>Duration Recognise & use money</p>	<p>identify the duration of events using years, months, weeks, days, hours, minutes, and seconds</p> <p>make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes</p>	<p>SKILL QUESTS</p> <p>Use NZ notes & coins</p> <ul style="list-style-type: none"> Identifying & using NZ notes & coins <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole number & place value</p> <ul style="list-style-type: none"> Recognise Everyday Money (NZD) 	<p>Y3-C Time and Money</p> <ul style="list-style-type: none"> Time (pp 8–13) Money (pp 25–28)
<p>Week 9</p> <p>Capacity</p> <p>Use informal units of capacity Estimate and measure in ml and l Compare and order</p>	<p>estimate and then reliably measure length, capacity, and mass (weight), using whole-number metric units (e.g., from tools with labelled markings)</p> <p>compare and order objects using metric units of length, mass (weight) or capacity</p>	<p>SKILL QUESTS</p> <p>Units of volume & capacity (l)</p> <ul style="list-style-type: none"> Introducing formal units (l) <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> How Full? Ordering Volumes (l) 	<p>Y3-C Measurement</p> <ul style="list-style-type: none"> Capacity and volume (pp 22–27) <p>Y4-D Measurement</p> <ul style="list-style-type: none"> Capacity and volume (pp 16–18)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Mass 1 Fractions 2</p> <p>Use informal units of mass Work with kg and balance scales Compare and order fractions (halves, quarters & eighths) Identify equivalent fractions</p>	<p>estimate and then reliably measure length, capacity, and mass (weight), using whole-number metric units ...</p> <p>compare and order objects using metric units of length, mass (weight) or capacity</p> <p>identify, read, write and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole ...</p> <p>compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent</p>	<p>SKILL QUESTS</p> <p>Formal units of mass (kg)</p> <ul style="list-style-type: none"> Introducing formal units (kg) <p>Working with halves, quarters & eighths</p> <ul style="list-style-type: none"> Equivalence with halves, quarters & eighths Order & compare halves, quarters & eighths <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> How heavy? <p>Rational numbers: Simple fractions</p> <ul style="list-style-type: none"> Compare fractions 1a Shade Fractions 	<p>Y3-C Measurement</p> <ul style="list-style-type: none"> Mass (pp 13–21) <p>Y4-D Measurement</p> <ul style="list-style-type: none"> Mass (p 21)
<p>Week 2</p> <p>Addition & subtraction: Mental strategies 4</p> <p>Add 2- & 3-digit numbers using efficient strategies</p>	<p>add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)</p>	<p>SKILL QUESTS ACTIVITIES (COURSES)</p> <p>Teacher directed</p> <p>CHALLENGES</p> <p>Number: Addition & Subtraction LEVEL 2–4</p> <ul style="list-style-type: none"> The key to adding (DOK 2) 	
<p>Week 3</p> <p>Addition & subtraction word problems</p> <p>Addition and subtraction word problems</p>	<p>use estimation to predict and to check the reasonableness of calculations</p> <p>add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)</p> <p>solve true and false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign</p>	<p>SKILL QUESTS</p> <p>Solve addition and subtraction problems</p> <ul style="list-style-type: none"> Solving addition & subtraction problems <p>ACTIVITIES (COURSES)</p> <p>Equations & relationships</p> <ul style="list-style-type: none"> Problems: Add and Subtract Word Problems: Add and Subtract 	<p>Y3-C Operations with Number</p> <ul style="list-style-type: none"> Subtraction (pp 39–40, 47) <p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (p 11)
<p>Week 4</p> <p>Multiplication & division facts 2</p> <p>Recall multiplication and division facts for 2, 3, 5, 10</p>	<p>recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s</p> <p>multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6; 2×23)</p> <p>divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)</p>	<p>SKILL QUESTS</p> <p>Mult div facts for 2, 5, 10 & 3</p> <ul style="list-style-type: none"> Exploring multiplication & division by 3 Multiplication & division problems (2, 5, 10) <p>Recalling mult div facts for 2, 5, 10, 3</p> <ul style="list-style-type: none"> Recalling multiplication & division facts for 2 Recalling multiplication & division facts for 10 Recalling multiplication & division facts for 5 Recalling multiplication & division facts for 3 <p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Grouping in Threes Model Multiplication to 5×5 Frog Jump Multiplication Dividing Twos Dividing Fives Dividing Tens Dividing Threes 	<p>Y4-D Multiplication and division</p> <ul style="list-style-type: none"> Introducing multiplication (pp 3–5) Multiplication facts (pp 8–9, 12–13) Division (pp 30–31)
<p>Week 5</p> <p>Addition & subtraction: Vertical method</p> <p>Add and subtract up to 3-digit numbers vertically without regrouping</p>	<p>add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$)</p>	<p>SKILL QUESTS</p> <p>Add & subtract vertically</p> <ul style="list-style-type: none"> Adding using the vertical method (no renaming) Subtracting using the vertical method (no renaming) 	<p>Y3-C Operations with Number</p> <ul style="list-style-type: none"> Addition (pp 19–22) Subtraction (pp 44–46) <p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Written methods (pp 31–32, 36)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Equality Patterns</p> <p>Equality Find the unknown Investigate 2-step word problems. Recognise & continue patterns</p>	<p>solve true and false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign recognise, continue, and create growing patterns, and describe a rule to explain a pattern</p>	<p>SKILL QUESTS</p> <p>Equality concepts</p> <ul style="list-style-type: none"> Partitioning numbers to explore equality Use equality to write & solve number sentences <p>ACTIVITIES (COURSES)</p> <p>Equations & relationships</p> <ul style="list-style-type: none"> Pattern Error Count Forward Patterns Colour Patterns 	<p>Y3-C Patterns and Relationships</p> <ul style="list-style-type: none"> Number relationships (pp 18–35) Patterns and rules (pp 1–4)
<p>Week 7</p> <p>Mass 2 Multiplication & division facts</p> <p>Estimate and measure in g and kg Compare and order mass Multiplication and division facts for 4</p>	<p>compare and order objects using metric units of length, mass (weight) or capacity recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6; 2×23) divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)</p>	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area & time</p> <ul style="list-style-type: none"> Ordering Mass (g) <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Grouping in Fours Dividing Fours 	<p>Y4-D Measurement</p> <ul style="list-style-type: none"> Mass (pp 22–25) <p>Y4-D Multiplication and division</p> <ul style="list-style-type: none"> Multiplication facts (pp 10–11)
<p>Week 8</p> <p>Multiplication: Mental strategies 2</p> <p>Multiply 1-digit by 2-digit whole numbers (no regrouping) Doubling Place value partitioning</p>	<p>multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6; 2×23)</p>	<p>SKILL QUESTS ACTIVITIES (COURSES)</p> <p>Teacher directed</p>	<p>Y4-D Multiplication and division</p> <ul style="list-style-type: none"> Mental multiplication strategies (pp 20–25)
<p>Week 9</p> <p>Division: Mental strategies 2</p> <p>Divide whole numbers by a 1-digit divisor with no remainders</p>	<p>divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g. $24 \div 3$, $32 \div 4$)</p>	<p>SKILL QUESTS ACTIVITIES (COURSES)</p> <p>Teacher directed</p> <p>CHALLENGES</p> <p>Number: Multiplication & Division LEVEL 2–4</p> <ul style="list-style-type: none"> Party time (DOK 2) 	

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Data: Construct & interpret displays</p> <p>Sort, read & interpret data Make conclusions Agree/disagree with others' conclusions</p>	<p>create and make statements about data visualisations (e.g., picture graphs, dot plots, bar graphs) for categorical and discrete numerical data choose statements that best answer the investigative question, reflect on findings, and compare them with anticipated outcomes identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements</p>	<p>SKILL QUESTS</p> <p>Create & interpret data visualisations</p> <ul style="list-style-type: none"> Data in tables or lists Data in pictographs Data in bar graphs Data in basic dot plots Interpreting simple data displays <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Picture Graphs: Single-Unit Scale Reading from a Bar Chart 	<p>Y3-C Chance and Data</p> <ul style="list-style-type: none"> Data (pp 9–23) <p>Y4-D Chance and Data</p> <ul style="list-style-type: none"> Data (pp 13–14, 17–18)
<p>Week 2</p> <p>Data: Investigate</p> <p>Ask relevant statistical questions Use survey questions Create data visualisations (picture graphs, dot plots, bar graphs) Analyse data and make conclusions</p>	<p>pose a summary investigative question about an everyday situation ... plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss ... collect, record, and sort data or use secondary data sources provided by someone else create and make statements about data visualisations ... and discrete numerical data choose statements that best answer the investigative question, reflect on findings ...</p>	<p>SKILL QUESTS</p> <p>Introducing statistical investigation</p> <ul style="list-style-type: none"> Introducing statistical investigation <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Tallies Making Picture Graphs: With Scale 	<p>Y3-C Chance and Data</p> <ul style="list-style-type: none"> Data (pp 9–23) <p>Y4-D Chance and Data</p> <ul style="list-style-type: none"> Data (pp 13–14, 17–18)
<p>Week 3</p> <p>Addition & subtraction word problems</p> <p>Addition and subtraction word problems</p>	<p>use estimation to predict and to check the reasonableness of calculations add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$) solve true and false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign</p>	<p>SKILL QUESTS</p> <p>Solve addition and subtraction problems</p> <ul style="list-style-type: none"> Solving addition & subtraction problems <p>ACTIVITIES (COURSES)</p> <p>Equations & relationships</p> <ul style="list-style-type: none"> Problems: Add and Subtract Word Problems: Add and Subtract 	<p>Y3-C Operations with Number</p> <ul style="list-style-type: none"> Subtraction (pp 39–40, 47) <p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (p 11)
<p>Week 4</p> <p>2D shape & transformation</p> <p>Transformations Half, quarter, three-quarter and full turns</p>	<p>turn, and describe how far an object or person has turned, using full, half, quarter, and three-quarter turns as benchmarks predict the result of a one-step transformation (reflection, translation, or rotation) on 2D shapes</p>	<p>SKILL QUESTS</p> <p>Describe the measure of turn</p> <ul style="list-style-type: none"> Describing half, quarter & three quarter turns <p>Flips, slides & turns</p> <ul style="list-style-type: none"> Introducing slides, flips & turns <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Flip, Slide, Turn 	<p>Y3-C Space and Shape</p> <ul style="list-style-type: none"> 2D space (pp 15–16)
<p>Week 5</p> <p>Fractions 3</p> <p>Find a unit fraction of a collection Identify the whole set or amount</p>	<p>find a unit fraction of a whole number (e.g., $\frac{1}{3}$ of 15) and identify the whole set or amount when given a unit fraction (e.g. "$\frac{1}{4}$ of the set is 3, what is the whole set?")</p>	<p>SKILL QUESTS</p> <p>Find unit fractions of sets</p> <ul style="list-style-type: none"> Finding unit fractions of sets <p>Identify whole from a fraction</p> <ul style="list-style-type: none"> Finding the whole from the part <p>CHALLENGES</p> <p>Number: Fractions LEVEL 2–4</p> <ul style="list-style-type: none"> Decorate using fractions (DOX 2) 	

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Chance</p> <p>Language of probability Order probabilities Conduct chance-based investigations Display results Evaluate others' conclusions using data</p>	<p>engage in chance-based investigations about games and everyday situations to:</p> <ul style="list-style-type: none"> – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) <p>explain and question statements about chance-based situations, with reference to data</p>	<p>SKILL QUESTS</p> <p>Use the language of probability</p> <ul style="list-style-type: none"> • Using the language of probability <p>Explore & describe chance experiments</p> <ul style="list-style-type: none"> • Exploring & describing chance experiments <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> • Fair Games • Will it Happen? • Most Likely and Least Likely 	<p>Y3-C Chance and Data</p> <ul style="list-style-type: none"> • Chance (pp 1–8)
<p>Week 7</p> <p>Position</p> <p>Use simple grid maps</p>	<p>follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location</p> <p>interpret, draw, and use simple maps to locate objects and places relative to other objects and places</p>	<p>SKILL QUESTS</p> <p>Create & use simple maps</p> <ul style="list-style-type: none"> • Creating & using simple maps <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> • Following Directions • Map Coordinates 	<p>Y3-C Space and Shape</p> <ul style="list-style-type: none"> • Position (pp 30–37)
<p>Week 8</p> <p>Money 2</p> <p>Review time concepts</p> <p>Making amounts of money Review time concepts</p>	<p>make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes</p> <p>identify the duration of events using years, months, weeks, days, hours, minutes, and seconds</p> <p>tell the time to the hour, half hour, and quarter past and quarter to the hour</p>	<p>SKILL QUESTS ACTIVITIES (COURSES)</p> <p>Teacher directed</p>	<p>Y3-C Time and Money</p> <ul style="list-style-type: none"> • Time (pp 8–13) • Money (pp 29–39) <p>Y4-D Addition and subtraction</p> <ul style="list-style-type: none"> • Money (pp 41, 44)
<p>Week 9</p> <p>Algorithmic thinking</p> <p>Simple sequences</p>	<p>create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task</p>	<p>SKILL QUESTS</p> <p>Follow & create simple sequences</p> <ul style="list-style-type: none"> • Following & creating simple sequences 	<p>Y3-C Patterns and Relationships</p> <ul style="list-style-type: none"> • Patterns and rules (pp 14–17)