

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2025) Phase 2, Yr 4

Yearly overview

Phase 2: Year 4

Mathletics

Term one			
Week 1	Number	Number structure	Numbers to 10 000
Week 2	Number	Number structure	Numbers to 10 000
Week 3	Number	Operations	Addition : Mental strategies 1
Week 4	Number	Operations	Subtraction: Mental strategies 1
Week 5	Number	Rational numbers	Fractions 1
Week 6	Measurement	Measuring	Tell the time
Week 7	Measurement	Measuring	Length in cm and mm
Week 8	Algebra Number	Equations & relationships Operations	Patterns Multiplication facts
Week 9	Geometry	Shape Spatial reasoning	2D shapes & symmetry

Term two			
Week 1	Geometry Number	Shape Operations	3D objects Multiplication & division facts
Week 2	Measurement Number	Perimeter, area and volume Operations	Perimeter Multiplication & division facts
Week 3	Number	Operations	Rounding & estimation
Week 4	Number	Operations	Multiplication: Mental strategies 1
Week 5	Number	Operations	Division: Mental strategies 1
Week 6	Number	Rational numbers	Fractions 2
Week 7	Number	Operations	Addition & subtraction
Week 8	Statistics	Statistics	Data: construct & interpret displays
Week 9	Statistics	Statistics	Data: investigate

Term three			
Week 1	Number Measurement	Operations Measuring	Addition & subtraction: vertical method Time: calendars & timetables
Week 2	Measurement Geometry	Measuring Shape	Angles Pathways 1
Week 3	Number	Rational numbers	Fractions 3
Week 4	Number	Rational numbers	Decimal maths
Week 5	Measurement	Perimeter, area and volume	Area Recall multiplication & division facts
Week 6	Geometry	Spatial reasoning	2D shapes & transformation
Week 7	Number	Operations	Multiplication: Mental strategies 2
Week 8	Number	Operations	Multiplication & division problems
Week 9	Probability	Probability	Chance 1

Term four			
Week 1	Probability	Probability	Chance 2
Week 2	Measurement	Measuring	Mass
Week 3	Measurement	Measuring	Capacity
Week 4	Number Algebra	Perimeter, area and volume Algorithmic thinking	Volume Algorithmic thinking
Week 5	Algebra Number	Equations & relationships Operations	Equivalent number sentences Word problems
Week 6	Number	Operations Rational numbers	Addition & subtraction: vertical method Decimals
Week 7	Number	Financial maths	Money & problem solving
Week 8	Geometry	Pathways	Pathways 2
Week 9	Measurement	Measuring	Measurement applications

Number	TERM 1	TERM 2	TERM 3	TERM 4
Number structure				
skip count from any multiple of 100, forwards or backwards in 25s and 50s	W1			
identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure	W1, 2			
Operations				
use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	W3, 4	W7	W1	W6
round whole numbers to the nearest thousand, hundred, or ten		W3		
add and subtract two- and three-digit numbers	W3, 4	W3, 7	W1	W6
recall multiplication and corresponding division facts for 4s and 6s	W8	W1, 2, 5	W5, 8	
multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23×5 ; 8×7)		W1, 4	W7, 8	
divide up to three-digit whole number by a one-digit divisor, with no remainder (e.g., $65 \div 5$)		W5	W8	
Rational numbers				
identify, read, write, and represent tenths as fractions and decimals	W5		W4	
compare and order tenths as fractions and decimals, and convert decimals to fractions (e.g. $0.3 = \frac{3}{10}$)			W4	
divide whole numbers by 10 to make decimals				W6
for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: – compare and order the fractions – identify when two fractions are equivalent by directly comparing them, noticing the simplest form (e.g., $\frac{3}{6} = \frac{1}{2}$, which is the simplest form)	W5	W6	W3	
convert (using number lines) between improper fractions and mixed numbers for fractions with denominators of 2, 3, 4, 5, 6, 8 and 10		W6		
– find a unit fraction of a whole number, using multiplication or division facts and where the answer is a whole number (e.g., $\frac{1}{5}$ of 40) – identify, from a unit fraction part of a set, the whole set	W5		W3	
add and subtract fractions with the same denominators to make up to one whole or less than one whole (e.g., $\frac{3}{8} + \frac{3}{8} + \frac{2}{8} = \frac{8}{8} = 1$)	W5		W3	
add and subtract decimals to one decimal place (e.g., $1.3 + 0.2 = 1.5$)				W6
use doubling or halving to scale a quantity (e.g., to double or half a recipe)			W8	

Number	TERM 1	TERM 2	TERM 3	TERM 4
Financial maths				
make amounts of money using dollars and cents (e.g., to make 3 dollars and 70 cents)				W7
estimate and calculate the total cost and change for items costing whole dollar amounts				W7
Algebra				
Equations & relationships				
form and solve true or false number sentences and open number sentences involving multiplication and division, using understanding of the equal sign (e.g., $5 \times _ = 20$; $_ \div 3 = 6$)	W3	W5		W5
recognise and describe the rule for a growing pattern using words, tables, and diagrams, and predict further elements in the pattern	W8			
Algorithmic thinking				
create and use an algorithm for generating a pattern or pathway.	W8			W4
Measurement				
Measuring				
measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units	W6, 7			W2, 3
use appropriate units to describe length, mass (weight), capacity, and time	W6, 7		W1	W2, 3, 9
use the metric measurement system to explore relationships between units	W7			W2, 3, 9
recognise that angles can be measured in degrees, using 90, 180, and 360 degrees as benchmarks			W2	
tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'	W6			
Perimeter, area & volume				
visualise, estimate, and calculate: – the perimeter of polygons using metric units (cm and m) – the area of shapes covered with squares or half squares – the volume of shapes filled with centicubes, taking note of layers and stacking		W2	W5	W4

Geometry	TERM 1	TERM 2	TERM 3	TERM 4
Shape				
identify, classify, and describe the attributes of polygons (including triangles and quadrilaterals) using properties of shapes, including line and rotational symmetry	W9			
compare angles in 2D shapes, classifying them as equal to, smaller than, or larger than a right angle			W2	
Spatial reasoning				
identify the 2D shapes that compose 3D shapes (e.g., a triangular prism is made up of two triangles and three rectangles)		W1		
visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D shape	W9		W6	
Pathways				
– use grid references to identify regions and to plot positions on a grid map – interpret and describe pathways, including half and quarter turns and the distance travelled				W8

Statistics	TERM 1	TERM 2	TERM 3	TERM 4
Problem, plan, data, analysis, conclusion				
use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by: – posing an investigative question that can be answered with data – making conjectures or assertions about expected findings		W9		
plan how to collect primary data to support answering an investigative question, including: – deciding on the group of interest – deciding the variable(s) for which data will be collected – taking account of ethical practices in data collection		W9		
use a variety of tools to collect data, and check for errors in the data		W8, 9		
create and describe data visualisations to make meaning from the data, with statements including the name of the variable		W8, 9		
choose descriptive statements that best answer the investigative question, reflecting on findings and how they compare with initial conjectures or assertions		W8		
Statistical literacy				
check the statements that others make about data to see if they make sense, using information to clarify or correct statements where needed.		W8		

Probability	TERM 1	TERM 2	TERM 3	TERM 4
Probability investigations				
engage in chance-based investigations with equally likely outcomes by: – posing investigative questions – anticipating and then identifying possible outcomes for the investigative question – generating all possible ways to get each outcome (a theoretical approach) or undertaking a probability experiment and recording the occurrences of each outcome – creating data visualisations for possible outcomes – describing what these visualisations show – finding probabilities as fractions – answering investigative questions – reflecting on anticipated outcomes			W9	W1
Critical thinking in probability				
agree or disagree with others' conclusions about chance-based investigations				W1

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Numbers to 10 000</p> <p>Review numbers to 1000 Counting sequences Read, write, represent Place value</p>	<p>skip count from any multiple of 100, forwards or backwards in 25s and 50s identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure</p>	<p>NEW COURSES</p> <p>Y4 Number structure: Whole number</p> <ul style="list-style-type: none"> Numbers to 10 000 Place value Partitioning <p>SKILL QUESTS</p> <p>Review: 3-digit numbers</p> <ul style="list-style-type: none"> Using place value with 3-digit numbers Reading & writing 3-digit numbers Comparing & ordering numbers to at least 1000 Partitioning 3- & 4- digit numbers <p>Counting sequences</p> <ul style="list-style-type: none"> Counting in 25s & 50s Counting in 10s & 100s <p>Numbers up to 10 000</p> <ul style="list-style-type: none"> Reading & writing numbers up to 10 000 <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole number & place value</p> <ul style="list-style-type: none"> Place value – Thousands Place Value 3 Numbers in words <p>CHALLENGES</p> <p>Number & Algebra: Whole Number LEVEL 2–4</p> <ul style="list-style-type: none"> Bank mistake (DOK 2) 	<p>(Y4-D) Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Looking at whole numbers (pp 1–3) <p>(Y5-E) Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Looking at whole numbers (pp 1–4) Place value of whole numbers (pp 9–10, 13–14)
<p>Week 2</p> <p>Numbers to 10 000</p> <p>Compare and order Partition Numbers before and after Number Lines</p>	<p>identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure</p>	<p>NEW COURSES</p> <p>Y4 Number structure: Whole number</p> <ul style="list-style-type: none"> Compare numbers Order numbers Number lines <p>SKILL QUESTS</p> <p>Numbers up to 10 000</p> <ul style="list-style-type: none"> Partitioning numbers up to 10 000 Finding numbers before & after Ordering & comparing numbers to 10 000 <p>CHALLENGES</p> <p>Number & Algebra: Whole Number LEVEL 2–4</p> <ul style="list-style-type: none"> Partitioning 4-digit numbers (DOK 3) <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole number & place value</p> <ul style="list-style-type: none"> Expanding numbers Partition and Rename 1 Greater Than or Less Than 1 Which is Greater? Which is Less? Ascending Order Descending Order Smallest and largest numbers Missing Numbers 1 	<p>(Y5-E) Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Looking at whole numbers (pp 5–8) Place value of whole numbers (pp 11–12)
<p>Week 3</p> <p>Addition: Mental strategies 1</p> <p>Review fluent addition to 20 Review doubles and near doubles Addition with 2-digit numbers Bar models Bonds to 10s and 100</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations add and subtract two- and three-digit numbers form and solve true or false number sentences and open number sentences involving multiplication and division, using understanding of the equal sign (e.g., $5 \times _ = 20$; $_ \div 3 = 6$)</p>	<p>SKILL QUESTS</p> <p>Addition & subtraction strategies 1</p> <ul style="list-style-type: none"> Adding & subtracting within 20 fluently Adding using associative property Adding to make 100 <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Additive Addition Doubles and Halves to 20 Doubles and near doubles Add 3 Single Digit Numbers Add 3 Numbers: Bonds to Multiples of 10 Complements to 10, 20, 50 Complements to 50 and 100 Bar Model Problems 2 <p>EQUATIONS & RELATIONSHIPS</p> <ul style="list-style-type: none"> Bar Model Problems 1 Composing Additions to 20 	<p>(Y4-D) Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (pp 1–4)
<p>Week 4</p> <p>Subtraction: Mental strategies 1</p> <p>Review fluent subtraction within 20 Subtraction with 2-digit numbers Bar models Add & subtract multiples of 10 and 100</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations add and subtract two- and three-digit numbers</p>	<p>SKILL QUESTS</p> <p>Addition & subtraction strategies 1</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"> Subtracting from 20 Related facts 1 <p>CHALLENGES</p> <p>Number & Algebra: Addition and Subtraction LEVEL 2–4</p> <ul style="list-style-type: none"> Calculate through this maze (DOK 3) 	<p>(Y4-D) Addition and Subtraction</p> <ul style="list-style-type: none"> Subtraction mental strategies (pp 15–16)
<p>Week 5</p> <p>Fractions 1</p> <p>Represent unit & proper fractions Fractions and wholes</p>	<p>identify, read, write, and represent tenths as fractions and decimals for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: – compare and order the fractions – identify when two fractions are equivalent ... find a unit fraction of a whole number ... identify, from a unit fraction ... the whole set add and subtract fractions with the same denominators ...</p>	<p>NEW COURSES</p> <p>Y4 Rational numbers: Fractions and decimals</p> <ul style="list-style-type: none"> Unit fractions Proper fractions Fractions and wholes <p>SKILL QUESTS</p> <p>Review: Find fractions</p> <ul style="list-style-type: none"> Finding halves, quarters, eighths of shapes Finding thirds & sixths of shapes or sets <p>Compare & order fractions</p> <ul style="list-style-type: none"> Comparing & ordering unit fractions Comparing fractions with the same numerators <p>ACTIVITIES (COURSES)</p> <p>Rational Numbers: Fractions & decimals</p> <ul style="list-style-type: none"> Thirds and Sixths Model Fractions Identifying Fractions on a Number Line Equivalent Fractions on a Number Line 1 Unit fractions 	<p>(Y4-D) Fractions</p> <ul style="list-style-type: none"> Introducing fractions (pp 1–5)

Week overview	Teaching sequence statements	Online activities	Ebooks		
<p>Week 6</p> <p>Tell the time</p> <p>Time to 5 minutes Units of time</p>	<p>measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units</p> <p>use appropriate units to describe length, mass (weight), capacity, and time</p> <p>tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'</p>	<p>SKILL QUESTS</p> <p>Formal units of time (hr, min, sec)</p> <ul style="list-style-type: none"> Exploring units of time (hours, minutes, seconds) <p>Tell the time</p> <ul style="list-style-type: none"> Telling time to 5 minutes 	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Set Time to the Hour Set Time to the Half-Hour Five Minute Times <p>CHALLENGES</p> <p>Measurement: Time LEVEL 2-4</p> <ul style="list-style-type: none"> Time for T.V (DOK 3) Scenic stroll (DOK 2) 	<p>Y4-D Time</p> <ul style="list-style-type: none"> Telling time (pp1-8, 9-12) <p>Y5-E Time</p> <ul style="list-style-type: none"> Telling time (pp 1-2) 	
<p>Week 7</p> <p>Length in cm and mm</p> <p>Introduce cm Relate cm to m Introduce mm Measure lengths in both cm and mm Relate m, cm and mm</p>	<p>measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units</p> <p>use appropriate units to describe length, mass (weight), capacity, and time</p> <p>use the metric measurement system to explore relationships between units</p>	<p>SKILL QUESTS</p> <p>Measure in cm & m</p> <ul style="list-style-type: none"> Measuring in m & cm <p>Order/compare lengths in m & cm</p> <ul style="list-style-type: none"> Ordering/Comparing lengths in m & cm <p>Select appropriate units of length</p> <ul style="list-style-type: none"> Selecting appropriate units of length <p>Convert between m & cm</p> <ul style="list-style-type: none"> Converting between m & cm (whole numbers) <p>Length in mm, cm & m</p> <ul style="list-style-type: none"> Introducing millimetres 	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> How Long is That? Measure to the Nearest Half Centimetre Centimetres and millimetres 	<p>Y4-D Measurement</p> <ul style="list-style-type: none"> Units of length: (pp 1-5, 7-9) <p>Y5-E Length</p> <ul style="list-style-type: none"> Units of length (pp 1-7) 	
<p>Week 8</p> <p>Patterns Multiplication facts</p> <p>Find missing numbers in a pattern Describe patterns Multiply by 2, 5, 10s</p>	<p>recognise and describe the rule for a growing pattern using words, tables, and diagrams, and predict further elements in the pattern</p> <p>create and use an algorithm for generating a pattern or pathway</p> <p>recall multiplication and corresponding division facts for 4s and 6s</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Operations: Multiplication</p> <ul style="list-style-type: none"> Multiplication facts 	<p>SKILL QUESTS</p> <p>Repeating patterns</p> <ul style="list-style-type: none"> Creating, extending, describing repeating patterns <p>Growing number patterns</p> <ul style="list-style-type: none"> Identifying & creating additive patterns Record visual patterns in diagrams, lists, tables <p>Recall mult & div facts for 2, 3, 5 & 10</p> <ul style="list-style-type: none"> Reviewing multiplication & division facts for 2 Reviewing multiplication & division facts for 10 Reviewing multiplication & division facts for 5 Multiplying & dividing by 2, 5, 10 	<p>ACTIVITIES (COURSES)</p> <p>Equations & relationships</p> <ul style="list-style-type: none"> Increasing patterns 	<p>Y4-D Patterns and Algebra</p> <ul style="list-style-type: none"> Patterns and functions (pp 1-3, 5-9) <p>Y4-D Multiplication and Division</p> <ul style="list-style-type: none"> Introducing multiplication (pp 3-5) Multiplication facts (pp 8-9)
<p>Week 9</p> <p>2D shapes & symmetry</p> <p>2D shape properties Recognise & name 2D shapes Make simple classifications Recognise line & simple rotational symmetry in shapes and everyday objects</p>	<p>identify, classify, and describe the attributes of polygons (including triangles and quadrilaterals) using properties of shapes, including line and rotational symmetry</p> <p>visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D shape</p>	<p>SKILL QUESTS</p> <p>Compare spatial features – quadrilaterals</p> <ul style="list-style-type: none"> Compare/sort by angles, number/nature of sides <p>Explore regular & irregular shapes</p> <ul style="list-style-type: none"> Exploring regular & irregular shapes <p>Symmetry in shapes</p> <ul style="list-style-type: none"> Identifying line symmetry (1 or more) Identifying rotational symmetry 	<p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Collect More Shapes Symmetry 	<p>CHALLENGES</p> <p>Geometry: 2D Shapes LEVEL 2-4</p> <ul style="list-style-type: none"> Blip and the rectangle (DOK 3) 	<p>Y4-D Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 2D shapes (pp 6 - 9, 13) <p>Y5-E Space, Shape and Position</p> <ul style="list-style-type: none"> Lines, angles and shapes (pp 4-9)

Week overview	Teaching sequence statements	Online activities	Ebooks	
<p>Week 1</p> <p>3D objects Multiplication & division facts</p> <p>Faces, edges, corners Recognise & compare 2D and 3D shapes Recognise & name 3D objects Practise/work with 3x and 4x multiplication and division facts</p>	<p>identify the 2D shapes that compose 3D shapes (e.g., a triangular prism is made up of two triangles and three rectangles)</p> <p>recall multiplication and corresponding division facts for 4s and 6s</p> <p>multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23×5; 8×7)</p>	<p>NEW COURSES</p> <p>COMING SOON: Operations: Division</p> <ul style="list-style-type: none"> Division Facts 2, 3, 4, 5 and 10 <p>SKILL QUESTS</p> <p>Introduce prisms</p> <ul style="list-style-type: none"> Introducing & exploring prisms <p>Compare spatial features – 3D objects</p> <ul style="list-style-type: none"> Comparing spatial features – 3D objects 	<p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Select the Objects Relate Shapes and Solids How Many Faces? How many Edges? Count the Corners <p>Multiplication & division</p> <ul style="list-style-type: none"> Arrays 2 Model multiplication to 5×5 	<p>Y4-D Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 3D shapes (pp 14–17) <p>Y4-E Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 3D shapes (pp 10–12) <p>Y4-D Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts (pp 10–13)
<p>Week 2</p> <p>Perimeter Multiplication & division facts</p> <p>Measure perimeter in m, cm or mm Solve perimeter problems Practise/work with 6x multiplication and division facts</p>	<p>visualise, estimate, and calculate:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units (cm and m) the area of shapes covered with squares or half squares the volume of shapes filled with centicubes, taking note of layers and stacking <p>recall multiplication and corresponding division facts for 4s and 6s</p>	<p>NEW COURSES</p> <p>COMING SOON: Operations: Multiplication</p> <ul style="list-style-type: none"> More multiplication facts <p>SKILL QUESTS</p> <p>Perimeter</p> <ul style="list-style-type: none"> Measuring perimeter in cm <p>Explore mult facts for 4 & 6</p> <ul style="list-style-type: none"> Exploring multiplication by 6 Exploring division by 6 	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Perimeter of shapes 	<p>Y4-D Measurement</p> <ul style="list-style-type: none"> Units of length (p 6) <p>Y5-E Length</p> <ul style="list-style-type: none"> Perimeter (pp 8–13) <p>Y4-D Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts (pp 14–15) <p>Y5-E Multiplication and division</p> <ul style="list-style-type: none"> Multiplication facts (pp 6–7)
<p>Week 3</p> <p>Rounding & estimation</p> <p>Rounding Estimation with addition and subtraction</p>	<p>round whole numbers to the nearest thousand, hundred, or ten</p> <p>add and subtract two- and three-digit numbers</p>	<p>NEW COURSES</p> <p>Y4 Number structure: Whole number</p> <ul style="list-style-type: none"> Rounding <p>SKILL QUESTS</p> <p>Round to the nearest 10, 100 or 1000</p> <ul style="list-style-type: none"> Rounding whole numbers to 10 000 <p>Estimate addition & subtraction</p> <ul style="list-style-type: none"> Rounding & estimating with addition Rounding & estimating with subtraction 	<p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole number & place value</p> <ul style="list-style-type: none"> Nearest Ten? Nearest Hundred? Nearest Thousand? 	<p>Y5-E Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Round and estimate (pp 17–24)
<p>Week 4</p> <p>Multiplication: Mental strategies 1</p> <p>Strategies to multiply 1-digit numbers Multiplication using repeated addition Equivalent multiplication facts</p>	<p>multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23×5; 8×7)</p>	<p>NEW COURSES</p> <p>COMING SOON: Operations: Multiplication</p> <ul style="list-style-type: none"> Doubling and tripling Multiply with tens <p>SKILL QUESTS</p> <p>Multiplication strategies</p> <ul style="list-style-type: none"> Multiplying 1-digit by tens using place value Using strategies to multiply 1-digit numbers Multiplying using the associate property 	<p>ACTIVITIES (COURSES)</p> <p>Multiplication & division</p> <ul style="list-style-type: none"> Frog jump multiplication 	<p>Y4-D Multiplication and Division</p> <ul style="list-style-type: none"> Introducing multiplication (p 6) Mental multiplication strategies (pp 20–21)
<p>Week 5</p> <p>Division: Mental strategies 1</p> <p>Division using repeated subtraction and arrays Relate multiplication and division facts Relate fractions to division</p>	<p>recall multiplication and corresponding division facts for 4s and 6s</p> <p>divide up to three-digit whole number by a one-digit divisor, with no remainder (e.g., $65 \div 5$)</p> <p>form and solve true or false number sentences and open number sentences involving multiplication and division, using understanding of the equal sign (e.g., $5 \times _ = 20$; $_ \div 3 = 6$)</p>	<p>NEW COURSES</p> <p>COMING SOON: Operations: Division</p> <ul style="list-style-type: none"> Division and repeated subtraction Arrays and division facts Different groupings Halves, quarters, thirds, fifths, tenths <p>SKILL QUESTS</p> <p>Division strategies</p> <ul style="list-style-type: none"> Relating multiplication & division facts Exploring division to 10×10 using models Dividing using place value & known facts 	<p>ACTIVITIES (COURSES)</p> <p>Multiplication & division</p> <ul style="list-style-type: none"> Bar model $x \div$ Frog jump division Related facts 2 Fact Families: Multiply and Divide 	<p>Y4-D Multiplication and Division</p> <ul style="list-style-type: none"> Division (pp 26–31)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Fractions 2</p> <p>Mixed and improper fractions Equivalence Simplifying Compare fractions with different denominators</p>	<p>for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: – compare and order the fractions – identify when two fractions are equivalent by directly comparing them, noticing the simplest form (e.g., $\frac{3}{6} = \frac{1}{2}$, which is the simplest form) convert (using number lines) between improper fractions and mixed numbers for fractions with denominators of 2, 3, 4, 5, 6, 8 and 10</p>	<p>NEW COURSES</p> <p>Y4 Rational numbers - fractions and decimals</p> <ul style="list-style-type: none"> Mixed and improper fractions Equivalence <p>SKILL QUESTS</p> <p>Equivalent fractions</p> <ul style="list-style-type: none"> Finding equivalent fractions using models <p>Improper fractions & mixed numbers</p> <ul style="list-style-type: none"> Converting improper fractions & mixed numbers <p>ACTIVITIES (COURSES)</p> <p>Rational Numbers: Fractions & decimals</p> <ul style="list-style-type: none"> What Mixed Number is Shaded? Mixed and Improper Fractions on a Number Line Comparing Fractions 1 Compare fractions 1b 	<p>Y4-D Fractions</p> <ul style="list-style-type: none"> Introducing fractions (pp 8–12) Types of fractions (pp 15–16) <p>Y5-E Fractions</p> <ul style="list-style-type: none"> Types of fractions (pp 15–20)
<p>Week 7</p> <p>Addition & subtraction</p> <p>Mental strategies with 2- and 3-digit numbers Add multiples of 100, 1000 & 10 000 Bridging strategy Place value strategies</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations add and subtract two- and three-digit numbers</p>	<p>SKILL QUESTS</p> <p>Addition & subtraction strategies (1)</p> <ul style="list-style-type: none"> Add & subtract multiples of 100, 1000, 10 000 <p>Addition & subtraction strategies (2)</p> <ul style="list-style-type: none"> Add/sub using place value on a number line Add/sub using place value with models <p>Addition & subtraction strategies (3)</p> <ul style="list-style-type: none"> Add/sub using bridging o 10 with models Add/sub using bridging to 10 Add/sub up to 3-digits using bridging to 10 Rounding to add & subtract using 2-digit numbers <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Bump add and subtract Jump add and subtract Magic mental addition Magic mental subtraction Repartition to Subtract 	<p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (pp 5–14) Subtraction mental strategies (pp 17–30)
<p>Week 8</p> <p>Data: Construct & interpret displays</p> <p>Read pictographs Read bar graphs Read stem & leaf graphs Read side by side graphs Analyse & conclude Agree or disagree with statements made by others</p>	<p>use a variety of tools to collect data, and check for errors in the data create and describe data visualisations to make meaning from the data, with statements including the name of the variable choose descriptive statements that best answer the investigative question, reflecting on findings and how they compare with initial conjectures or assertions check the statements that others make about data to see if they make sense, using information to clarify or correct statements where needed.</p>	<p>SKILL QUESTS</p> <p>Read/represent data in simple displays</p> <ul style="list-style-type: none"> Read/represent picture graphs with simple scales Read/represent bar graphs with simple scales Comparing basic data displays <p>Stem & leaf graph</p> <ul style="list-style-type: none"> Read/represent data in a stem and leaf graph <p>Side by side graphs</p> <ul style="list-style-type: none"> Read/represent data in a side by side graph <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Pictographs Picture Graphs: with scale & half symbols Bar Chart Interpreting Tables 	<p>Y4-D Chance and Data</p> <ul style="list-style-type: none"> Data (pp 13–20) <p>CHALLENGES</p> <p>Statistics & Data LEVEL 2–4</p> <ul style="list-style-type: none"> Lynn investigates (DOK 3)
<p>Week 9</p> <p>Data: Investigate</p> <p>Make predictions Collect & display data Tally marks</p>	<p>use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by: – posing an investigative question that can be answered with data – making conjectures or assertions about expected findings plan how to collect primary data to support answering an investigative question ... use a variety of tools to collect data, and check for errors in the data create and describe data visualisations to make meaning from the data...</p>	<p>SKILL QUESTS</p> <p>Ask questions & recording data</p> <ul style="list-style-type: none"> Asking questions, collecting & recording data <p>Record bivariate data in two way tables</p> <ul style="list-style-type: none"> Recording data in two way tables <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Tally Charts 	<p>Y4-D Chance and Data</p> <ul style="list-style-type: none"> Data (pp 10–12, 21) <p>CHALLENGES</p> <p>Statistics & Data LEVEL 2–4</p> <ul style="list-style-type: none"> Pampered pets (DOK 2) Fruitful investigation (DOK 2)

Week overview	Teaching sequence statements	Online activities	Ebooks		
<p>Week 1</p> <p>Addition & subtraction: Vertical method 1 Time: Calendars & timetables</p> <p>Vertical method – no regrouping (with and without place value blocks) Use calendars Use timetables</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations</p> <p>add and subtract two- and three-digit numbers use appropriate units to describe length, mass (weight), capacity, and time</p>	<p>SKILL QUESTS</p> <p>Add & subtract vertically</p> <ul style="list-style-type: none"> Vertical addition (no renaming) Vertical subtraction (no renaming) <p>Calendars</p> <ul style="list-style-type: none"> Using calendars <p>Simple timetables</p> <ul style="list-style-type: none"> Reading simple timetables 	<p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Add Two 2-Digit Numbers 2-Digit Differences Add 3-digit Numbers 3-Digit Differences <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Using a Calendar Months After and Before Seasons (AU/NZ) 	<p>(Y4-D) Addition and Subtraction</p> <ul style="list-style-type: none"> Written methods (pp 31–32, 36) <p>(Y4-D) Time</p> <ul style="list-style-type: none"> Measuring time (pp 13–16) 	
<p>Week 2</p> <p>Angles Pathways 1</p> <p>Compare angles to right angles Quarter turn, half turn, full turn</p>	<p>recognise that angles can be measured in degrees, using 90, 180, and 360 degrees as benchmarks</p> <p>compare angles in 2D shapes, classifying them as equal to, smaller than, or larger than a right angle</p>	<p>SKILL QUESTS</p> <p>Compare & classify angles</p> <ul style="list-style-type: none"> Comparing & classifying angles <p>Compare angles to right angles</p> <ul style="list-style-type: none"> Comparing angles to right angles 	<p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Right Angle Relations 	<p>(Y4-D) Space, Shape and Position</p> <ul style="list-style-type: none"> Lines and angles (pp 2–5) 	
<p>Week 3</p> <p>Fractions 3</p> <p>Add up to a whole Fractions of a collection Find the whole from a part Add & subtract fractions same denominator</p>	<p>find a unit fraction of a whole number, using multiplication or division facts ...</p> <p>identify, from a unit fraction part of a set, the whole set</p> <p>add and subtract fractions with the same denominators to make up to one whole or less than one whole (e.g., $\frac{3}{8} + \frac{3}{8} + \frac{2}{8} = \frac{8}{8} = 1$)</p> <p>for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10:</p> <ul style="list-style-type: none"> compare and order the fractions identify when two fractions are equivalent ... 	<p>NEW COURSES</p> <p>Y4 Rational numbers – fractions and decimals</p> <ul style="list-style-type: none"> Unit fractions of sets 	<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>Add/subtract fractions same denominator</p> <ul style="list-style-type: none"> Adding and subtracting fractions same denominator 	<p>ACTIVITIES (COURSES)</p> <p>Rational Numbers: Fractions & decimals</p> <ul style="list-style-type: none"> Add: Common Denominator Fraction Length Models 1 Partition into equal parts Fractions of a Collection 1 Nearest Whole Numbers 	<p>(Y4-D) Fractions</p> <ul style="list-style-type: none"> Types of fractions (pp 13–17) <p>(Y5-E) Fractions</p> <ul style="list-style-type: none"> Fractions, decimals and percentages (pp 24–29) <p>(Y6-F) Fractions</p> <ul style="list-style-type: none"> Calculating (pp 26–27)
<p>Week 4</p> <p>Decimal tenths</p> <p>Connect fractional and decimal tenths Represent tenths Compare & order tenths</p>	<p>identify, read, write, and represent tenths as fractions and decimals</p> <p>compare and order tenths as fractions and decimals, and convert decimals to fractions (e.g. $0.3 = \frac{3}{10}$)</p>	<p>NEW COURSES</p> <p>Y4 Rational numbers – fractions and decimals</p> <ul style="list-style-type: none"> Decimal tenths 	<p>SKILL QUESTS</p> <p>Represent & find tenths</p> <ul style="list-style-type: none"> Representing & counting in tenths <p>Introduction to decimal tenths</p> <ul style="list-style-type: none"> Understanding decimal tenths Connecting decimals & fractions Ordering tenths 	<p>(Y5-E) Fractions</p> <ul style="list-style-type: none"> Working with fractions (pp 6–9) 	
<p>Week 5</p> <p>Area Recall multiplication & division facts</p> <p>Area – count squares & half-squares Area – arrays and repeated addition Compare areas Recall multiplication and division facts</p>	<p>visualise, estimate, and calculate:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units (cm and m) the area of shapes covered with squares or half squares the volume of shapes filled with centicubes, taking note of layers and stacking <p>recall multiplication and corresponding division facts for 4s and 6s</p>	<p>SKILL QUESTS</p> <p>Measure area (squares & half squares)</p> <ul style="list-style-type: none"> Measuring area using formal units (square cm) <p>Recall mult & div facts for 4 & 6</p> <ul style="list-style-type: none"> Recall mult & div facts for 4 Recall mult & div facts for 6 	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Biggest Shape 	<p>(Y4-D) Measurement</p> <ul style="list-style-type: none"> Area (pp 10–13) <p>(Y4-D) Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts (pp 10–11, 14–15) <p>(Y5-E) Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts (pp 3–4, 6–7) 	

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>2D shapes & transformation</p> <p>Translations Reflections Rotations Tessellation</p>	<p>visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D shape</p>	<p>SKILL QUESTS</p> <p>Identify translation/reflection/rotation</p> <ul style="list-style-type: none"> Identifying transformations <p>Introduction to tessellation</p> <ul style="list-style-type: none"> Recognising & predicting tessellation <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Flip, Slide, Turn 	<p>(Y4-D) Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 2D shapes (pp 10–12)
<p>Week 7</p> <p>Multiplication: Mental strategies 2</p> <p>Multiply 2-digit by 1-digit Multiply larger numbers</p>	<p>multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23×5; 8×7)</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Operations: Multiplication</p> <ul style="list-style-type: none"> Multiply larger numbers <p>SKILL QUESTS</p> <p>Multiplication strategies</p> <ul style="list-style-type: none"> Multiplying 2-digit by 1-digit using place value Multiplying 2-digit by 1-digit using doubling 	<p>(Y4-D) Multiplication and Division</p> <ul style="list-style-type: none"> Mental multiplication strategies (pp 22–25)
<p>Week 8</p> <p>Multiplication & division problems</p> <p>Multiplication & division word problems</p>	<p>recall multiplication and corresponding division facts for 4s and 6s</p> <p>multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23×5; 8×7)</p> <p>divide up to three-digit whole number by a one-digit divisor, with no remainder (e.g., $65 \div 5$)</p> <p>use doubling or halving to scale a quantity (e.g., to double or half a recipe)</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Operations: Multiplication</p> <ul style="list-style-type: none"> Problem-solving with \times <p>Operations: Division</p> <ul style="list-style-type: none"> Problem solving with \div <p>SKILL QUESTS</p> <p>Multiplication & division problems</p> <ul style="list-style-type: none"> Solving mult/div problems using sharing/grouping Multiplying & dividing word problems (2, 5, 10, 3, 4) <p>CHALLENGES</p> <p>Number & Algebra: Multiplication & Division LEVEL 2–4</p> <ul style="list-style-type: none"> Party time (DOK 2) A wheel problem (DOK 3) How many stickers? (DOK 3) 	
<p>Week 9</p> <p>Chance 1</p> <p>Chance concepts Chance language Combinations</p>	<p>engage in chance-based investigations with equally likely outcomes ...</p>	<p>SKILL QUESTS</p> <p>Chance sample recognition</p> <ul style="list-style-type: none"> Listing combinations in chance situations <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Possible Outcomes <p>CHALLENGES</p> <p>Number & Algebra: Multiplication & Division LEVEL 2–4</p> <ul style="list-style-type: none"> Picking plums (DOK 3) 	<p>(Y4-D) Chance and Data</p> <ul style="list-style-type: none"> Chance (pp 1–3)

Week overview	Teaching sequence statements	Online activities	Ebooks		
Week 1 <hr/> Chance 2 <hr/> Chance experiments Critical evaluation of others' conclusions	engage in chance-based investigations with equally likely outcomes ... agree or disagree with others' conclusions about chance-based investigations	SKILL QUESTS Explore & describe chance events <ul style="list-style-type: none"> Chance experiments with equally likely outcomes Describe probability using fractions <ul style="list-style-type: none"> Describing probability with simple fractions 	ACTIVITIES (COURSES) Statistics & probability <ul style="list-style-type: none"> Fair Games 	Y4-D Chance and Data <ul style="list-style-type: none"> Chance (pp 4–9) 	
Week 2 <hr/> Mass <hr/> Measure mass Compare & order masses Select appropriate units Relate g and kg	measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units use appropriate units to describe length, mass (weight), capacity, and time use the metric measurement system to explore relationships between units	SKILL QUESTS Measure mass (g & kg) <ul style="list-style-type: none"> Measuring mass in g & kg Select appropriate units of mass <ul style="list-style-type: none"> Selecting appropriate units of mass 	ACTIVITIES (COURSES) Measuring, perimeter, area, volume & time <ul style="list-style-type: none"> How Heavy is it? Grams and kilograms 	CHALLENGES Measurement: Mass LEVEL 2–4 <ul style="list-style-type: none"> Beryl the St Bernard (DOK 3) 	Y4-D Measurement <ul style="list-style-type: none"> Mass (pp 21–25)
Week 3 <hr/> Capacity <hr/> Measure capacity Compare & order capacity Select appropriate units Relate ml and l	measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units use appropriate units to describe length, mass (weight), capacity, and time use the metric measurement system to explore relationships between units	SKILL QUESTS Measure capacity (litres) <ul style="list-style-type: none"> Measuring in litres 	ACTIVITIES (COURSES) Measuring, perimeter, area, volume & time <ul style="list-style-type: none"> Using a Litre Millilitres and litres 	Y4-D Measurement <ul style="list-style-type: none"> Volume and capacity (pp 16–18) 	
Week 4 <hr/> Volume Algorithmic thinking <hr/> Fill objects with centicubes Count blocks and layers Algorithmic thinking	visualise, estimate, and calculate: <ul style="list-style-type: none"> the perimeter of polygons using metric units (cm and m) the area of shapes covered with squares or half squares the volume of shapes filled with centicubes, taking note of layers and stacking create and use an algorithm for generating a pattern or pathway.	SKILL QUESTS Measure volume using blocks <ul style="list-style-type: none"> Comparing volume using blocks 	CHALLENGES Measurement: Volume & Capacity LEVEL 2–4 <ul style="list-style-type: none"> Cube faces (DOK 3) 	Y4-D Measurement <ul style="list-style-type: none"> Volume and capacity (pp 19–20) Y4-D Patterns and Algebra <ul style="list-style-type: none"> Patterns and functions (p 10) 	
Week 5 <hr/> Equivalent number sentences Word problems <hr/> Complete and create equivalent number sentences + – Complete and create equivalent number sentences x ÷ Determine if number sentences are equivalent Solving one and two-step word problems	form and solve true or false number sentences and open number sentences involving multiplication and division, using understanding of the equal sign (e.g., $5 \times _ = 20$; $_ \div 3 = 6$)	SKILL QUESTS Solve number sentences/word problems <ul style="list-style-type: none"> Using equivalence to solve problems Solving two-step word problems 	ACTIVITIES (COURSES) Operations: Addition & Subtraction <ul style="list-style-type: none"> Problems: Addition and Subtraction 	Y4-D Patterns and Algebra <ul style="list-style-type: none"> Equations and equivalence (pp 13–20, 22) 	

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Addition & subtraction: Vertical method 2 Decimals</p> <p>Vertical method – with regrouping (with and without place value blocks) Add and subtract tenths Divide by 10 to create decimals</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations</p> <p>add and subtract two- and three-digit numbers</p> <p>add and subtract decimals to one decimal place (e.g., $1.3 + 0.2 = 1.5$)</p> <p>divide whole numbers by 10 to make decimals</p>	<p>SKILL QUESTS</p> <p>Add & subtract vertically</p> <ul style="list-style-type: none"> Vertical addition (with renaming) Vertical subtraction (with renaming) <p>Add/subtract decimal tenths</p> <ul style="list-style-type: none"> Adding & subtracting decimals using place value Adding & subtracting decimals using bridging to 10 <p>Introduction to decimal tenths</p> <ul style="list-style-type: none"> Dividing whole numbers by tens to create decimals 	<p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Written methods (pp 33–35, 37–40)
<p>Week 7</p> <p>Money & problem solving</p> <p>Make money amounts Estimate and calculate totals Estimate and calculate change</p>	<p>make amounts of money using dollars and cents (e.g., to make 3 dollars and 70 cents)</p> <p>estimate and calculate the total cost and change for items costing whole dollar amounts</p>	<p>SKILL QUESTS</p> <p>Calculate change</p> <ul style="list-style-type: none"> Calculating change 	<p>Y4-D Addition and Subtraction</p> <ul style="list-style-type: none"> Money (pp 41–45)
<p>Week 8</p> <p>Pathways 2</p> <p>Grid references Maps & direction Distance travelled</p>	<p>use grid references to identify regions and to plot positions on a grid map</p> <p>interpret and describe pathways, including half and quarter turns and the distance travelled</p>	<p>SKILL QUESTS</p> <p>Interpret & use grid references</p> <ul style="list-style-type: none"> Interpreting & using grid referenced maps <p>Pathways on maps</p> <ul style="list-style-type: none"> Drawing & describing pathways on maps <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Using a Key Map Coordinates 	<p>Y4-D Space, Shape and Position</p> <ul style="list-style-type: none"> Position (pp 22–26, 28)
<p>Week 9</p> <p>Measurement applications</p> <p>Units & tools of measurement Problem - solving</p>	<p>use appropriate units to describe length, mass (weight), capacity, and time</p> <p>use the metric measurement system to explore relationships between units</p>	<p>SKILL QUESTS</p> <p>Applying metric measures</p> <ul style="list-style-type: none"> Using appropriate metric measures <p>Partition/combine measures</p> <ul style="list-style-type: none"> Adding & subtracting measures Solving measurement problems <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Which unit of Measurement? 	