

Scope & Sequence

New Zealand Curriculum Mathematics and Statistics (2025) Phase 2, Yr 5

Yearly overview

Phase 2: Year 5

Mathletics

Term one			
Week 1	Number	Number structure	Numbers to 100 000
Week 2	Number	Operations	Rounding & estimation Addition & subtraction: Mental strategies 1
Week 3	Geometry	Shape	2D shape properties
Week 4	Number	Rational numbers	Fractions 1
Week 5	Number	Operations	Multiplication: Facts & mental strategies 1
Week 6	Number	Operations	Division: Facts & mental strategies 1
Week 7	Measurement	Rational numbers	Decimals 1
Week 8	Measurement	Measuring Perimeter, area & volume	Length Perimeter
Week 9	Measurement Number	Perimeter, area & volume Operations	Area using multiplication

Term two			
Week 1	Statistics	Statistical investigation	Data 1
Week 2	Statistics	Statistical investigation	Data 2
Week 3	Number	Rational numbers	Fractions 2
Week 4	Number	Operations	Addition & subtraction: Mental strategies 2
Week 5	Algebra	Equations & relationships Algorithmic thinking	Patterns & tables
Week 6	Measurement	Measuring	Mass & capacity
Week 7	Geometry	Shape Spatial reasoning	3D objects
Week 8	Number	Operations	Multiplication & division: Mental strategies 2
Week 9	Measurement	Perimeter, area & volume	Area 2 Volume

Term three			
Week 1	Number	Operations	Addition: Vertical method Estimation
Week 2	Number	Operations	Subtraction: Vertical method Estimation
Week 3	Number	Rational numbers	Fractions 3
Week 4	Number	Rational numbers	Decimals 2
Week 5	Algebra	Equations & relationships	Equivalent number sentences & missing numbers Commutative & associate properties
Week 6	Probability	Probability investigation Critical thinking in probability	Chance
Week 7	Measurement Geometry	Measuring Shape	Angles Symmetry
Week 8	Number	Operations	Multiplication & division: Mental strategies 3
Week 9	Measurement	Measuring	Time 1

Term four			
Week 1	Number	Operations	Multiplication: Vertical method
Week 2	Geometry	Pathways	Position
Week 3	Measurement	Measuring	Time 2
Week 4	Number	Operations	Division: Vertical method
Week 5	Measurement Geometry	Measuring Spatial reasoning	Temperature 2D shapes: Transformation & scaling
Week 6	Number	Operations	Addition & subtraction applications
Week 7	Number	Financial maths	Money & decimals
Week 8	Geometry	Spatial reasoning	3D objects: Nets & drawing
Week 9	Measurement	Measuring	Metric units

Number	TERM 1	TERM 2	TERM 3	TERM 4
Number structure				
identify, read, write, compare, and order whole numbers up to 100,000, and represent them using base 10 structure	W1			
identify factors of numbers up to 100	W5	W8		
Operations				
use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	W2		W1, 2, 8	
round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number	W2, 7		W4	
add and subtract whole numbers up to 10 000	W2	W4	W1, 2, 5	W6
recall multiplication facts for 7s, 8s, and 9s and corresponding division facts	W5, 6		W8	
multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245 ; 34×83)	W5, 6, 9	W8	W5, 8	W1
divide up to three-digit whole numbers by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$, remainder 3)	W6	W8	W5, 8	W4
Rational numbers				
identify, read, write, and represent tenths and hundredths as fractions and decimals	W7		W3, 4	
compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions	W7		W4	
divide whole numbers by 10 and 100 to make decimals and whole numbers	W6			
for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: – compare and order the fractions – identify when two fractions are equivalent	W4	W3	W3	
convert between improper fractions and mixed numbers for fractions with denominators up to 10	W4		W3	
– find a fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g., $\frac{2}{3}$ of 24) – identify, from a fractional part of a set, the whole set		W3		
add and subtract fractions with the same denominators, including to make more than one whole			W3	
add and subtract decimals to two decimal places (e.g., $32.55 - 21.21 = 11.34$)			W4	
use known multiplication facts to scale a quantity		W3, 8		

Number	TERM 1	TERM 2	TERM 3	TERM 4
Financial maths				
represent money values in multiple ways using notes and coins				W7
estimate to the nearest dollar and calculate the total cost of items costing dollars and cents, and the change from the nearest ten dollars				W7
Algebra				
Equations & relationships				
form and solve true or false number sentences and open number sentences involving all four operations (e.g., $674 + 56 - k = 671$)			W5	
use tables to recognise the relationship between the ordinal position and its corresponding element in a growing pattern, develop a rule for the pattern in words, and make conjectures about further elements or terms in the pattern		W5	W5	
Algorithmic thinking				
create and use an algorithm for generating a pattern, procedure, or pathway.		W5		
Measurement				
Measuring				
estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units	W8	W6		W3, 5, 9
use the appropriate tool for a measurement and the appropriate unit for the attribute being measured	W8	W6		W5, 9
use the metric measurement system to explore relationships between units, including relationships represented by benchmark fractions and decimals	W8			W3, 9
describe an angle using the terms acute, right, obtuse, straight, and reflex, by comparing the angle with benchmarks of 90, 180, and 360 degrees			W7	
describe the differences in duration between units of time (e.g., days and weeks, months and years) solve duration-of-time problems involving 'am' and 'pm' notation			W9	W3
Perimeter, area & volume				
visualise, estimate, and calculate: – the perimeter of polygons using metric units (in m, cm and mm) – the area of shapes covered with squares or half squares – the volume of rectangular prisms filled with centicubes, taking note of layers and stacking	W8, 9	W9		

Geometry	TERM 1	TERM 2	TERM 3	TERM 4
Shape				
identify, classify, and describe the attributes of: <ul style="list-style-type: none"> – regular and irregular polygons, using edges, vertices, and angles – prisms, using the cross section, faces, edges, and vertices 	W3	W7	W7	W8
identify and describe parallel and perpendicular lines, including those forming the sides of polygons	W3			
Spatial reasoning				
visualise 3D shapes and connect them with nets, 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives		W7		W8
resize (enlarge or reduce) a 2D shape				W5
Pathways				
interpret and create a grid map to plot positions and pathways, using grid references and directional language, including the four main compass points				W2

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: <ul style="list-style-type: none"> – posing an investigative question that can be answered with data – making conjectures or assertions about expected findings 		W2		
plan how to collect primary data to support answering an investigative question, including: <ul style="list-style-type: none"> – deciding on the group of interest – deciding the variable(s) for which data will be collected – taking account of ethical practices in data collection 		W2		
use a variety of tools to collect data, check for errors in the data, and correct errors by re-collecting the data, if possible		W2		
create and describe data visualisations to make meaning from the data, with statements including the names of the variable and group of interest		W1, 2		
answer the investigative question, comparing findings with initial predictions or assertions and their existing knowledge of the world		W1		
Statistical literacy				
check and, if needed, improve the statements others make about data, including data from two or more sources		W1		

Probability	TERM 1	TERM 2	TERM 3	TERM 4
Probability investigations				
engage in chance-based investigations, including those with not equally likely outcomes by: <ul style="list-style-type: none"> – 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 			W6	
Critical thinking in probability				
agree or disagree with others' conclusions about chance-based investigations, with justification			W6	

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Numbers up to 100 000</p> <p>Review numbers to 10 000 Place value Partitioning Compare & order</p>	<p>identify, read, write, compare, and order whole numbers up to 100,000, and represent them using base 10 structure</p>	<p>NEW COURSES</p> <p>Y5 Number structure: Whole number</p> <ul style="list-style-type: none"> Numbers to 100 000 Place value Partitioning Number lines Compare numbers Order numbers <p>SKILL QUESTS</p> <p>Review numbers up to 10 000</p> <ul style="list-style-type: none"> Read, write, compare & order numbers up to 10 000 Partitioning up to 10 000 <p>Numbers up to 100 000</p> <ul style="list-style-type: none"> Read, write, compare & order numbers up to 100 000 Partitioning up to 100 000 <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole numbers & place value</p> <ul style="list-style-type: none"> Numbers from Words to Digits 1 Place Value to Millions Expanded Notation Place Value Partitioning Partition and Rename 2 	<p>Y5-E Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Looking at whole numbers (pp 1–8) <p>Y6-F Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Looking at whole numbers (pp 1–8) Place value of whole numbers (pp 9–16)
<p>Week 2</p> <p>Rounding & estimation</p> <p>Addition & subtraction: Mental strategies 1</p> <p>Rounding numbers Estimate calculations Add & subtract multiples of 100 & 1000 Bonds to 100 Add & subtract using bridging</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations</p> <p>round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number</p> <p>add and subtract whole numbers up to 10 000</p>	<p>SKILL QUESTS</p> <p>Round whole numbers</p> <ul style="list-style-type: none"> Rounding whole numbers up to 100 000 <p>Add/subtract to 10 000 mental strategies</p> <ul style="list-style-type: none"> Adding & subtracting multiples of 100 up to 5 digits <p>ACTIVITIES (COURSES)</p> <p>Number structure: Whole numbers & place value</p> <ul style="list-style-type: none"> Rounding Numbers <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Add 3 Numbers: Bonds to 100 Complements to 50 and 100 	<p>Y6-F Reading and Understanding Whole Numbers</p> <ul style="list-style-type: none"> Round and estimate (pp 17–24) <p>Y5-E Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (pp 1–8) Subtraction mental strategies (pp 16–21)
<p>Week 3</p> <p>2D shape properties</p> <p>Identify regular /irregular polygons Using properties: Edges, vertices, angles Compose & decompose 2D shapes Parallel and perpendicular lines</p>	<p>identify, classify, and describe the attributes of:</p> <ul style="list-style-type: none"> regular and irregular polygons, using edges, vertices, and angles prisms, using the cross section, faces, edges, and vertices <p>identify and describe parallel and perpendicular lines, including those forming the sides of polygons</p>	<p>SKILL QUESTS</p> <p>Properties of regular/irregular polygons</p> <ul style="list-style-type: none"> Classifying & sorting polygons by features <p>Parallel & perpendicular lines</p> <ul style="list-style-type: none"> Identify & describe parallel & perpendicular lines <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Collect More Shapes What Line am I? <p>CHALLENGES</p> <p>Geometry: 2D Shapes LEVEL 3–5</p> <ul style="list-style-type: none"> Sort these shapes out OK3 	<p>Y5-E Space, Shape and Position</p> <ul style="list-style-type: none"> Lines, angles and shapes (pp 1, 4–7)
<p>Week 4</p> <p>Fractions 1</p> <p>Representing fractions Counting by fractions Mixed numbers and improper fractions Equivalent fractions</p>	<p>for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100:</p> <ul style="list-style-type: none"> compare and order the fractions identify when two fractions are equivalent <p>convert between improper fractions and mixed numbers for fractions with denominators up to 10</p>	<p>NEW COURSES</p> <p>Y5 Rational numbers: Fractions</p> <ul style="list-style-type: none"> Proper fractions Counting by fractions Equivalence Improper fractions to mixed numbers <p>SKILL QUESTS</p> <p>Improper fractions & mixed numbers</p> <ul style="list-style-type: none"> Exploring fractions greater than 1 Converting improper fractions & mixed numbers <p>Equivalent fractions</p> <ul style="list-style-type: none"> Find equivalent fractions up to & greater than 1 <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Fractions</p> <ul style="list-style-type: none"> What Fraction is Shaded? Counting with Fractions on a Number Line Mixed and Improper Fractions on a Number Line Equivalent Fraction Wall 1 	<p>Y5-E Fractions</p> <ul style="list-style-type: none"> Working with fractions (pp 1–2) <p>Y6-F Fractions</p> <ul style="list-style-type: none"> Working with fractions (pp 1–2) Types of fractions (pp 9–16)
<p>Week 5</p> <p>Multiplication: Facts & mental strategies 1</p> <p>Review facts for 4 & 6 Explore facts for 7, 8 & 9 Multiplication facts to 10 x 10 Equivalent facts Multiples Factors Multiply by multiples of 10, 100, 1000 Double & halve to multiply</p>	<p>recall multiplication facts for 7s, 8s, and 9s and corresponding division facts</p> <p>identify factors of numbers up to 100</p> <p>multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83)</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Y5 Operations: Multiplication</p> <ul style="list-style-type: none"> Multiplication facts Doubling and tripling Multiples of 10 and 100 Equivalent multiplication facts Multiples Factors <p>SKILL QUESTS</p> <p>Review multiplication facts for 4 & 6</p> <ul style="list-style-type: none"> Reviewing multiplication & division facts for 4 Reviewing multiplication & division facts for 6 <p>Explore multiplication facts for 7, 8 & 9</p> <ul style="list-style-type: none"> Exploring multiplication & division facts for 7 Exploring multiplication & division facts for 8 Exploring multiplication & division facts for 9 <p>Multiplication facts to 10 x 10</p> <ul style="list-style-type: none"> Recalling multiplication facts for 7 Recalling multiplication facts for 8 Recalling multiplication facts to 10 x 10 <p>Factors up to 100</p> <ul style="list-style-type: none"> Factors up to 100 <p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Grouping in Sixes Grouping in Eights Grouping in Nines <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Times Tables Factors Multiply Multiples of 10 Multiplying by 10, 100, 1000 Double and halve to Multiply Halve it! Multiples of 	<p>Y5-E Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts (pp 1–8) Using known facts (pp 9, 11–12) Mental multiplication strategies (pp 13–16)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Division: Facts & mental strategies 1</p> <p>Division facts Divide by multiples of 10, 100, 1000 Related facts Halving to multiply Remainders</p>	<p>recall multiplication facts for 7s, 8s, and 9s and corresponding division facts</p> <p>multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83)</p> <p>divide up to three-digit whole numbers by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$, remainder 3)</p> <p>divide whole numbers by 10 and 100 to make decimals and whole numbers</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Y5 Operations: Division</p> <ul style="list-style-type: none"> Arrays and division Division facts 6, 7, 8 & 9 Division facts to 10×10 Multiples of 10 and 100 Exploring remainders <p>SKILL QUESTS</p> <p>Divide whole numbers by 10 & 100</p> <ul style="list-style-type: none"> Dividing whole numbers by 10 & 100 <p>Multiply & divide mental strategies</p> <ul style="list-style-type: none"> Multiplying & dividing multiples of 10 <p>Division mental strategies</p> <ul style="list-style-type: none"> Dividing using halving & repeated halving <p>Remainders in division</p> <ul style="list-style-type: none"> Introducing remainders in division <p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Dividing Sixes Dividing Eights Dividing Nines Remainders by Arrays 	<p>Y5-E Multiplication and Division</p> <ul style="list-style-type: none"> Division (pp 22–28) Mental division strategies (pp 29–31)
<p>Week 7</p> <p>Decimals 1</p> <p>Review tenths Hundredths Divide by 10 and 100 Decimals on the number line Partitioning decimals Rounding decimals</p>	<p>identify, read, write, and represent tenths and hundredths as fractions and decimals</p> <p>compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions</p> <p>round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number</p>	<p>NEW COURSES</p> <p>Y5 Rational numbers: Decimals</p> <ul style="list-style-type: none"> Decimal tenths Decimal hundredths Place value to hundredths Divide by 10 or 100 Partitioning decimals Tenths on the number line Hundredths on the number line The nearest whole number Fractions and decimals <p>SKILL QUESTS</p> <p>Understand tenths & hundredths</p> <ul style="list-style-type: none"> Reviewing tenths as fractions & decimals Introducing hundredths as fractions & decimals Representing tenths & hundredths <p>Divide whole numbers by 10 & 100</p> <ul style="list-style-type: none"> Dividing whole numbers by 10 & 100 <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Decimals & money</p> <ul style="list-style-type: none"> Decimal Place Value Decimals from Words to Digits 1 	<p>Y5-F Fractions</p> <ul style="list-style-type: none"> Fractions, decimals and percentages (pp 17-19)
<p>Week 8</p> <p>Length Perimeter</p> <p>Estimate & measure length Compare & order lengths Add and subtract lengths Convert between km, m, cm, mm Measure perimeter Calculate perimeter</p>	<p>estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units ...</p> <p>use the appropriate tool for a measurement and the appropriate unit for the attribute being measured</p> <p>use the metric measurement system to explore relationships between units ...</p> <p>visualise, estimate, and calculate:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units ... the area of shapes covered with squares or half squares the volume of rectangular prisms filled with centicubes, taking note of layers and stacking 	<p>SKILL QUESTS</p> <p>Measure in mm, cm, m & km</p> <ul style="list-style-type: none"> Introducing kilometres Measuring & recording in mm, cm, m, km Comparing & ordering lengths in mm, cm, m, km <p>Select appropriate units of length</p> <ul style="list-style-type: none"> Selecting appropriate units (cm, m, km) <p>Calculate perimeter & area</p> <ul style="list-style-type: none"> Calculating perimeter <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Metres and Kilometres Measuring Length Perimeter 	<p>Y5-E Length, Perimeter, Area</p> <ul style="list-style-type: none"> Units of length (pp 1–7) Perimeter (pp 8–14) <p>Y5-F Length, Perimeter, Area</p> <ul style="list-style-type: none"> Units of length (pp 1–8) Travelling far (pp 9–10) Perimeter (pp 17–20)
<p>Week 9</p> <p>Area using multiplication</p> <p>Measure area using square units Explore using multiplication to determine area Solve area problems Explore relationship between perimeter and area</p>	<p>visualise, estimate, and calculate:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units (in m, cm and mm) the area of shapes covered with squares or half squares the volume of rectangular prisms filled with centicubes, taking note of layers and stacking <p>multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83)</p>	<p>SKILL QUESTS</p> <p>Calculate perimeter & area</p> <ul style="list-style-type: none"> Perimeter & area of rectangles & squares <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Area of Shapes 	<p>Y5-E Length, Perimeter, Area</p> <ul style="list-style-type: none"> Area (pp 15–22) <p>CHALLENGES</p> <p>Measurement: Length LEVEL 3–5</p> <ul style="list-style-type: none"> Area and perimeter challenge BOOK 3 <p>Measurement: Area LEVEL 3–5</p> <ul style="list-style-type: none"> Make a puppy play area BOOK 2

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Data 1</p> <p>Collect, read & interpret data in displays Many to one scales Picture graphs Bar graphs Pie charts Dot plots Stem & leaf graphs</p>	<p>create and describe data visualisations to make meaning from the data, with statements including the names of the variable and group of interest</p> <p>answer the investigative question, comparing findings with initial predictions or assertions and their existing knowledge of the world</p> <p>check and, if needed, improve the statements others make about data, including data from two or more sources.</p>	<p>SKILL QUESTS</p> <p>Create & describe data visualisations</p> <ul style="list-style-type: none"> Using tables & pictographs to display data Representing/reading data in line graphs Represent/read bar graphs (many-to-one scale) Representing/reading data in strip graphs Representing/reading data in pie charts Representing/reading data in dot plots Representing/reading data in stem-&-leaf graphs <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Bar Graphs 1 Line Graphs: Reading <p>CHALLENGES</p> <p>Statistics & Data LEVEL 3–5</p> <ul style="list-style-type: none"> Watch out! DOK 2 Create a line graph DOK 3 	<p>Y5-E Chance and Data</p> <ul style="list-style-type: none"> Chance (pp 12–18)
<p>Week 2</p> <p>Data 2</p> <p>Investigate a statistical question Sort & display data Analyse & conclude</p>	<p>use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data ...</p> <p>plan how to collect primary data to support answering an investigative question ...</p> <p>use a variety of tools to collect data, check for errors in the data, and correct errors ...</p> <p>create and describe data visualisations to make meaning from the data, with statements including the names of the variable and group of interest</p>	<p>SKILL QUESTS</p> <p>Evaluate data displays</p> <ul style="list-style-type: none"> Using & evaluating data displays <p>Collecting & sorting data</p> <ul style="list-style-type: none"> Understanding how to collect & sort data <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Interpreting Tables Making Picture Graphs: With Scale <p>CHALLENGES</p> <p>Statistics & Data LEVEL 3–5</p> <ul style="list-style-type: none"> Survey questions DOK 3 	<p>Y5-E Chance and Data</p> <ul style="list-style-type: none"> Chance (pp 19–23)
<p>Week 3</p> <p>Fractions 2</p> <p>Compare and order Fractions of a collection Find the whole from the part</p>	<p>for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100:</p> <ul style="list-style-type: none"> compare and order the fractions identify when two fractions are equivalent <p>find a fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g., $\frac{2}{3}$ of 24)</p> <p>identify, from a fractional part of a set, the whole set</p> <p>use known multiplication facts to scale a quantity</p>	<p>NEW COURSES</p> <p>Y5 Rational numbers: Fractions</p> <ul style="list-style-type: none"> Compare and order fractions <p>SKILL QUESTS</p> <p>Compare & order fractions</p> <ul style="list-style-type: none"> Comparing & ordering unit fractions Comparing fractions with the same numerators Comparing & ordering fractions <p>Find fractions of a whole number</p> <ul style="list-style-type: none"> Finding fractions of a whole number <p>Identify whole set from a fraction</p> <ul style="list-style-type: none"> Identifying a whole set from a fraction <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Fractions</p> <ul style="list-style-type: none"> Compare Fractions 2 Simplify Fractions Part-Whole Rods 2 Fraction Fruit Sets 1 Fractions of a Collection 2 Uneven partitioned shapes 2 Fraction Length Models 2 Unit Fractions 	<p>Y5-F Fractions</p> <ul style="list-style-type: none"> Working with fractions (pp 3–6)
<p>Week 4</p> <p>Addition & subtraction: Mental strategies 2</p> <p>Place value strategies Rounding & compensation Efficient strategies</p>	<p>add and subtract whole numbers up to 10 000</p>	<p>SKILL QUESTS</p> <p>Add/subtract to 10 000 mental strategies</p> <ul style="list-style-type: none"> Adding & subtracting using a jump strategy Adding & subtracting using a split strategy Adding & subtracting using bar models Adding & subtracting using rounding Choosing efficient mental strategies <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Magic Mental Addition Magic mental subtraction Bump add and subtract Jump Add and Subtract Split Add and Subtract Compensation – Add Compensation – Subtract Repartition to Subtract 	<p>Y5-E Addition and Subtraction</p> <ul style="list-style-type: none"> Addition mental strategies (pp 9–15) Subtraction mental strategies (pp 22–27)
<p>Week 5</p> <p>Patterns & tables</p> <p>Growing patterns Tables of values Recognise pattern rules Generate a pattern</p>	<p>use tables to recognise the relationship between the ordinal position and its corresponding element in a growing pattern, develop a rule for the pattern in words, and make conjectures about further elements or terms in the pattern</p> <p>create and use an algorithm for generating a pattern, procedure, or pathway.</p>	<p>SKILL QUESTS</p> <p>Equations & number sentences</p> <ul style="list-style-type: none"> Representing & solving problems <p>Patterns & relationships</p> <ul style="list-style-type: none"> Record & represent terms in patterns <p>CHALLENGES</p> <p>Number & Algebra: Patterns LEVEL 2–4</p> <ul style="list-style-type: none"> Jamie's patterns DOK 2 	<p>Y5-E Patterns and Algebra</p> <ul style="list-style-type: none"> Patterns and functions (pp 1–12)

Week overview	Teaching sequence statements	Online activities	Ebooks		
<p>Week 6</p> <p>Mass & capacity</p> <p>Estimate and measure in g and kg Estimate and measure in ml and L Convert between g and kg Convert between ml and L</p>	<p>estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units</p> <p>use the appropriate tool for a measurement and the appropriate unit for the attribute being measured</p>	<p>SKILL QUESTS</p> <p>Mass in g, kg</p> <ul style="list-style-type: none"> Measuring & recording in g, kg Comparing & ordering mass in g & kg Solving mass problems <p>Capacity in mL, L</p> <ul style="list-style-type: none"> Estimating & measuring in mL & L Solving problems with mL & L 	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> How Heavy? <p>CHALLENGES</p> <p>Measurement: Mass LEVEL 2-4</p> <ul style="list-style-type: none"> Placing pumpkins (DOK 2) <p>LEVEL 3-5</p> <ul style="list-style-type: none"> Fruit bowl combo (DOK 3) 	<p>(Y5-E) Volume, Capacity and Mass</p> <ul style="list-style-type: none"> Volume and capacity (pp 1-4, 6-8) Mass (pp 9-13) 	
<p>Week 7</p> <p>3D objects</p> <p>Relate shapes & objects Faces, edges, vertices Classify & name 3D objects Cross-sections</p>	<p>identify, classify, and describe the attributes of:</p> <ul style="list-style-type: none"> regular and irregular polygons, using edges, vertices, and angles prisms, using the cross section, faces, edges, and vertices <p>visualise 3D shapes and connect them with nets, 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives</p>	<p>SKILL QUESTS</p> <p>Properties of prisms</p> <ul style="list-style-type: none"> Classifying & sorting prisms by features 	<p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Collect the Objects 1 Faces, Edges and Vertices <p>CHALLENGES</p> <p>Geometry: 3D Shapes LEVEL 2-4</p> <ul style="list-style-type: none"> Faces, edges, vertices (DOK 3) <p>LEVEL 3-5</p> <ul style="list-style-type: none"> Net animals (DOK 2) 	<p>(Y5-E) Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 3D shapes (p 10) 	
<p>Week 8</p> <p>Multiplication & division: Mental strategies 2</p> <p>Area model Partition strategy Using factorising Scaling</p>	<p>identify factors of numbers up to 100</p> <p>multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83)</p> <p>divide up to three-digit whole numbers by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$, remainder 3)</p> <p>use known multiplication facts to scale a quantity</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Y5 Operations: Multiplication</p> <ul style="list-style-type: none"> Partition strategy \times Area model <p>COMING SOON:</p> <p>Y5 Operations: Division</p> <ul style="list-style-type: none"> Partition strategy \div Area model 	<p>SKILL QUESTS</p> <p>Multiplication mental strategies</p> <ul style="list-style-type: none"> Multiplying using split method Multiplying using an area model Multiplying using factorising <p>Division mental strategies</p> <ul style="list-style-type: none"> Dividing using partitioning <p>Use mult facts to scale a quantity</p> <ul style="list-style-type: none"> Using multiplication facts to scale a quantity 	<p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Multiply 3 single-digit numbers Mental Methods Multiplication 1 Grid Methods 1 Multiply: 1-Digit Number 	<p>(Y5-E) Multiplication and Division</p> <ul style="list-style-type: none"> Mental multiplication strategies (pp 17, 20-21) Mental division strategies (pp 32-33)
<p>Week 9</p> <p>Area 2 Volume</p> <p>Area of compound shapes Measure volume using blocks Measure volume using layers and stacks</p>	<p>visualise, estimate, and calculate:</p> <ul style="list-style-type: none"> the perimeter of polygons using metric units (in m, cm and mm) the area of shapes covered with squares or half squares the volume of rectangular prisms filled with centicubes, taking note of layers and stacking 	<p>SKILL QUESTS</p> <p>Calculate perimeter & area</p> <ul style="list-style-type: none"> Calculating areas of non-rectilinear shapes <p>Calculate volume of rectangular prisms</p> <ul style="list-style-type: none"> Calculating volumes using blocks Estimating volume 	<p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> How many Blocks? 	<p>(Y6-F) Length, Perimeter, Area</p> <ul style="list-style-type: none"> Area (pp 25-32) <p>(Y5-E) Volume, Capacity and Mass</p> <ul style="list-style-type: none"> Volume and capacity (p 5) 	

Week overview	Teaching sequence statements	Online activities	Ebooks	
<p>Week 1</p> <p>Addition: Vertical method Estimation</p> <p>Vertical method Estimate & check answers</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations</p> <p>add and subtract whole numbers up to 10 000</p>	<p>SKILL QUESTS</p> <p>Add/subtract to 10 000 vertically</p> <ul style="list-style-type: none"> Adding vertically (with and without renaming) <p>Add & subtract using estimation</p> <ul style="list-style-type: none"> Rounding & estimating with addition <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Add Two 2-Digit Numbers Add Two 2-Digit Numbers: Regroup Add 3-Digit Numbers 	<p>(Y5-E) Addition and Subtraction</p> <ul style="list-style-type: none"> Written methods (pp 28–29, 32) 	
<p>Week 2</p> <p>Subtraction: Vertical method Estimation</p> <p>Vertical method Estimate & check answers Inverse operations to check</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations</p> <p>add and subtract whole numbers up to 10 000</p>	<p>SKILL QUESTS</p> <p>Add/subtract to 10 000 vertically</p> <ul style="list-style-type: none"> Subtracting vertically (with and without renaming) <p>Add & subtract using estimation</p> <ul style="list-style-type: none"> Rounding & estimating with subtraction Rounding & estimating with addition & subtraction 	<p>(Y5-E) Addition and Subtraction</p> <ul style="list-style-type: none"> Written methods (pp 30–31, 33) 	
<p>Week 3</p> <p>Fractions 3</p> <p>Add & subtract fractions with a common denominator Add & subtract mixed and improper with a common denominator Review fractions and decimals connections (tenths and hundredths) Problem-solving</p>	<p>add and subtract fractions with the same denominators, including to make more than one whole</p> <p>identify, read, write, and represent tenths and hundredths as fractions and decimals</p> <p>for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100:</p> <ul style="list-style-type: none"> compare and order the fractions identify when two fractions are equivalent <p>convert between improper fractions and mixed numbers for fractions with denominators up to 10</p>	<p>NEW COURSES</p> <p>Y5 Rational numbers: Fractions</p> <ul style="list-style-type: none"> Add fractions Subtract fractions <p>SKILL QUESTS</p> <p>Add/subtract fractions same denominator</p> <ul style="list-style-type: none"> Review add & subtract fractions up to 1 Add/subtract fractions over 1 whole (models) Adding/subtracting fractions – same denominators Add/subtract mixed numbers – same denominators <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Fractions</p> <ul style="list-style-type: none"> Common Denominator Subtract Like Fractions 	<p>(Y5-E) Fractions</p> <ul style="list-style-type: none"> Fractions, decimals and percentages (pp 27–28) <p>(Y6-F) Fractions</p> <ul style="list-style-type: none"> Calculating (pp 26–29) 	
<p>Week 4</p> <p>Decimals 2</p> <p>Compare & order decimals Add & subtract decimals – no regrouping Add & subtract decimals – regrouping with mental strategies Add & subtract decimals – vertical method</p>	<p>identify, read, write, and represent tenths and hundredths as fractions and decimals</p> <p>compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions</p> <p>add and subtract decimals to two decimal places (e.g., $32.55 - 21.21 = 11.34$)</p> <p>round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number</p>	<p>SKILL QUESTS</p> <p>Understand tenths & hundredths</p> <ul style="list-style-type: none"> Connecting tenths & hundredths <p>Compare & order decimals</p> <ul style="list-style-type: none"> Comparing & ordering tenths & hundredths <p>Round tenths</p> <ul style="list-style-type: none"> Rounding tenths <p>Add & subtract decimals</p> <ul style="list-style-type: none"> Review add/subtract decimals to 1 place Adding & subtracting decimals to 2 places Add/subtract decimals word problems 	<p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Decimals & money</p> <ul style="list-style-type: none"> Decimal Order 1 Comparing Decimals 1 Magic Symbols 2 	<p>(Y6-F) Fractions</p> <ul style="list-style-type: none"> Calculating (pp 30–33)
<p>Week 5</p> <p>Equivalent number sentences & missing numbers</p> <p>Commutative & associative properties</p> <p>Equivalent number sentences Explore why commutative/associative properties do not work for subtraction and division</p>	<p>form and solve true or false number sentences and open number sentences involving all four operations ...</p> <p>use tables to recognise the relationship between the ordinal position and its corresponding element in a growing pattern ...</p> <p>add and subtract whole numbers up to 10 000</p> <p>multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83)</p> <p>divide up to three-digit whole numbers by a one-digit divisor, with a remainder ...</p>	<p>SKILL QUESTS</p> <p>Solving open number sentences</p> <ul style="list-style-type: none"> Solving open number sentences <p>Equations & relationships</p> <ul style="list-style-type: none"> Representing & solving problems <p>Properties of addition</p> <ul style="list-style-type: none"> Using the commutative property of addition Using the associative property of addition <p>Properties of multiplication</p> <ul style="list-style-type: none"> Using the commutative property of multiplication Using the associative property of multiplication <p>ACTIVITIES (COURSES)</p> <p>Operations: Addition & subtraction</p> <ul style="list-style-type: none"> Number Sequences Up to 1 Million <p>Equations & relationships</p> <ul style="list-style-type: none"> Missing Numbers Find the Missing Number 1 Fact Families: Multiply and Divide Missing Numbers: \times and \div facts I am Thinking of a Number! Partition Puzzles 1 Pyramid Puzzles 1 Pick the Next Number Fit the Conditions 1 	<p>(Y5-E) Patterns and Algebra</p> <ul style="list-style-type: none"> Equations and equivalence (pp 13–21) 	

Week overview	Teaching sequence statements	Online activities	Ebooks	
<p>Week 6</p> <p>Chance</p> <p>Language of chance Chance-based investigations (review equally likely outcomes) Chance-based investigations (not equally likely outcomes)</p>	<p>engage in chance-based investigations, including those with not equally likely outcomes ... agree or disagree with others' conclusions about chance-based investigations, with justification</p>	<p>SKILL QUESTS</p> <p>Probability investigations</p> <ul style="list-style-type: none"> Describing chance Interpreting & using tree diagrams Investigating chance experiments Understanding fair/unfair in chance experiments Ordering chance outcomes Representing probability outcomes with fractions <p>ACTIVITIES (COURSES)</p> <p>Statistics & probability</p> <ul style="list-style-type: none"> Will it Happen? Counting Principle 	<p>Y5-E Chance and Data</p> <ul style="list-style-type: none"> Chance (pp 1–11) 	
<p>Week 7</p> <p>Angles Symmetry</p> <p>Classify angles: Acute, right, obtuse, straight, reflex Compare with benchmark angles in degrees Explore angles in 2D shapes Line and rotational symmetry</p>	<p>describe an angle using the terms acute, right, obtuse, straight, and reflex, by comparing the angle with benchmarks of 90, 180, and 360 degrees identify, classify, and describe the attributes of: – regular and irregular polygons, using edges, vertices, and angles – prisms, using the cross section, faces, edges, and vertices</p>	<p>SKILL QUESTS</p> <p>Identify & classify angles</p> <ul style="list-style-type: none"> Understanding angle concepts Introducing right angles Classifying angles <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Comparing Angles Right Angle Relation What Type of Angle 2? <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Lines of Symmetry Rotational Symmetry of Shapes 	<p>Y5-E Space, Shape and Position</p> <ul style="list-style-type: none"> Lines, angles and shapes (pp 2–3, 8–9) 	
<p>Week 8</p> <p>Multiplication & division: Mental strategies 3</p> <p>Rounding & compensation Estimation Word problems</p>	<p>use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations recall multiplication facts for 7s, 8s, and 9s and corresponding division facts multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83) divide up to three-digit whole numbers by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$, remainder 3)</p>	<p>NEW COURSES</p> <p>COMING SOON:</p> <p>Y5 Operations: Multiplication</p> <ul style="list-style-type: none"> Problem-solving with \times <p>Y5 Operations: Division</p> <ul style="list-style-type: none"> Problem solving with \div <p>SKILL QUESTS</p> <p>Multiply & divide using estimation</p> <ul style="list-style-type: none"> Round & estimate multiplication & division <p>Multiply & divide mental strategies</p> <ul style="list-style-type: none"> Solving multiplication & division problems <p>Equations & relationships</p> <ul style="list-style-type: none"> Representing & solving word problems 	<p>ACTIVITIES (COURSES)</p> <p>Operations: Multiplication & division</p> <ul style="list-style-type: none"> Multiply and Divide Problems 1 <p>Equations & relationships</p> <ul style="list-style-type: none"> Problems: Multiply and Divide 	<p>Y5-E Multiplication and Division</p> <ul style="list-style-type: none"> Multiplication facts (pp 18–19)
<p>Week 9</p> <p>Time 1</p> <p>AM and PM notation Reading time to the nearest minute 24 –hour time</p>	<p>describe the differences in duration between units of time (e.g., days and weeks, months and years) solve duration-of-time problems involving 'am' and 'pm' notation</p>	<p>SKILL QUESTS</p> <p>Work with units of time</p> <ul style="list-style-type: none"> Telling time to the minute & second <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> What is the Time? <p>CHALLENGES</p> <p>Measurement: Time LEVEL 3–5</p> <ul style="list-style-type: none"> Puppy sitting BOOK 3 	<p>Y6-F Time</p> <ul style="list-style-type: none"> Measuring time (pp 1–4) 	

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 1</p> <p>Multiplication: Vertical method</p> <p>Multiply a 2- and 1-digit number with and without regrouping, eg, 13×2 Multiply a 3- and 1-digit number Multiply two 2-digit numbers</p>	<p>multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 6×245; 34×83)</p>	<p>SKILL QUESTS</p> <p>Multiplication written strategies</p> <ul style="list-style-type: none"> Multiplying using extended algorithm Multiplying using contracted algorithm 	<p>Y6-F Multiplication and Division</p> <ul style="list-style-type: none"> Written methods (pp 20–23)
<p>Week 2</p> <p>Position</p> <p>Grid references Maps and directions</p>	<p>interpret and create a grid map to plot positions and pathways, using grid references and directional language, including the four main compass points</p>	<p>SKILL QUESTS</p> <p>Positions & pathways on maps</p> <ul style="list-style-type: none"> Cardinal compass directions Using grid references Using simple scales on maps <p>ACTIVITIES (COURSES)</p> <p>Shape, space & pathways</p> <ul style="list-style-type: none"> What Direction was That? Coordinate Meeting Place 	<p>Y5-E Space, Shape and Position</p> <ul style="list-style-type: none"> Position (pp 18–24)
<p>Week 3</p> <p>Time 2</p> <p>Elapsed time Timetables Convert units of time</p>	<p>describe the differences in duration between units of time (e.g., days and weeks, months and years) solve duration-of-time problems involving 'am' and 'pm' notation estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units use the metric measurement system to explore relationships between units, including relationships represented by benchmark fractions and decimals</p>	<p>SKILL QUESTS</p> <p>Solve duration of time problems</p> <ul style="list-style-type: none"> Solving elapsed time problems Using timetables <p>Work with units of time</p> <ul style="list-style-type: none"> Converting units of time <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> Time Conversions: Whole Numbers 1 <p>CHALLENGES</p> <p>Measurement: Time LEVEL 3–5 Comparing different measures of time (OOK 2) LEVEL 4–6 Muesli bar time jumble (OOK 2)</p>	<p>Y5-E Time</p> <ul style="list-style-type: none"> Measuring time (pp 7–14) <p>Y6-F Time</p> <ul style="list-style-type: none"> Measuring time (pp 1–4)
<p>Week 4</p> <p>Division: Vertical method</p> <p>Contracted method – no regrouping, eg, $86 \div 2 = 43$ Contracted method – no remainder, eg, $84 \div 3 = 28$ Contracted method – remainder, eg, $86 \div 3 = 28$ remainder 2</p>	<p>divide up to three-digit whole numbers by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$, remainder 3)</p>	<p>SKILL QUESTS</p> <p>Division written strategies</p> <ul style="list-style-type: none"> Dividing using extended algorithm Dividing using contracted algorithm 	<p>Y6-F Multiplication and Division</p> <ul style="list-style-type: none"> Written methods (pp 24–32)
<p>Week 5</p> <p>Temperature 2D shapes: Transformation and scaling</p> <p>Thermometers Resize a 2D shape Translations, reflections, rotations</p>	<p>estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units use the appropriate tool for a measurement and the appropriate unit for the attribute being measured resize (enlarge or reduce) a 2D shape</p>	<p>SKILL QUESTS</p> <p>Temperature in Celsius</p> <ul style="list-style-type: none"> Measuring & recording temperature <p>Resize a 2D shape</p> <ul style="list-style-type: none"> Resizing 2D shapes <p>ACTIVITIES (COURSES)</p> <p>Measuring, perimeter, area, volume & time</p> <ul style="list-style-type: none"> What's the Temperature (Celsius)? <p>Shape, space & pathways</p> <ul style="list-style-type: none"> Transformations 	<p>Y6-F Space, Shape and Position</p> <ul style="list-style-type: none"> Transformation, tessellation and symmetry (pp 16–24)

Week overview	Teaching sequence statements	Online activities	Ebooks
<p>Week 6</p> <p>Addition & subtraction applications</p> <p>Word problems: Addition & subtraction</p>	<p>add and subtract whole numbers up to 10 000</p>	<p>SKILL QUESTS</p> <p>Add/subtract to 10 000 vertically</p> <ul style="list-style-type: none"> Addition & subtraction word problems <p>CHALLENGES</p> <p>Number & Algebra: Addition & Subtraction LEVEL 3–5</p> <ul style="list-style-type: none"> Navigate the number maze (DOK 3) Adding up, arithmagons! (DOK 3) Mental strategies (DOK 3) 	<p>Y5-E Addition and Subtraction</p> <ul style="list-style-type: none"> Written methods (pp 34–35)
<p>Week 7</p> <p>Money & decimals</p> <p>Decimals & money Represent money using notes & coins Estimate costs to the nearest dollar Estimate change from the nearest 10 dollars</p>	<p>represent money values in multiple ways using notes and coins</p> <p>estimate to the nearest dollar and calculate the total cost of items costing dollars and cents, and the change from the nearest ten dollars</p>	<p>SKILL QUESTS</p> <p>Financial maths represent money</p> <ul style="list-style-type: none"> Representing money <p>Financial maths estimate cost</p> <ul style="list-style-type: none"> Estimating costs of items & change <p>ACTIVITIES (COURSES)</p> <p>Rational numbers: Decimals & money</p> <ul style="list-style-type: none"> Money – Counting (NZ) 	
<p>Week 8</p> <p>3D objects: Nets & drawing</p> <p>Drawing 3D objects Nets</p>	<p>identify, classify, and describe the attributes of:</p> <ul style="list-style-type: none"> regular and irregular polygons, using edges, vertices, and angles prisms, using the cross section, faces, edges, and vertices <p>visualise 3D shapes and connect them with nets, 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives</p>	<p>SKILL QUESTS</p> <p>Connect 3D shapes with nets & diagrams</p> <ul style="list-style-type: none"> Exploring nets of prisms <p>CHALLENGES</p> <p>Geometry: 3D Shapes LEVEL 3–5</p> <ul style="list-style-type: none"> Nets and prisms (DOK 3) Straw building (DOK 3) 	<p>Y5-E Space, Shape and Position</p> <ul style="list-style-type: none"> Investigating 3D shapes (pp 11–17)
<p>Week 9</p> <p>Metric units</p> <p>Relationship between metric units</p>	<p>estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units</p> <p>use the appropriate tool for a measurement and the appropriate unit for the attribute being measured</p> <p>use the metric measurement system to explore relationships between units, including relationships represented by benchmark fractions and decimals</p>	<p>SKILL QUESTS</p> <p>Relationship between metric units</p> <ul style="list-style-type: none"> Solving conversion measurement problems Converting between mm, cm, m, km Converting between mL & L <p>CHALLENGES</p> <p>Number & Algebra: Addition & Subtraction LEVEL 3–5</p> <ul style="list-style-type: none"> Mental strategies (DOK 3) <p>Measurement: Mass LEVEL 4–6</p> <ul style="list-style-type: none"> Maze of masses (DOK 3) 	