

Term one			
Week 1	Number	Number structure	Whole numbers and powers of 10 Introduction to exponents and square numbers
Week 2	Number	Operations Number structure	Multiplication facts and divisibility rules Highest common factor (HCF) Lowest common multiple (LCM)
Week 3	Number	Operations	Rounding Multiplication
Week 4	Number	Operations	Division Order of operations (GEMA)
Week 5	Geometry	Shapes	Properties of 2D shapes and 3D solids
Week 6	Measurement Geometry	Measuring Shapes	Measure angles Angle relationships I
Week 7	Geometry	Shapes	Angle relationships II
Week 8	Number	Rational numbers	Fraction review
Week 9	Number	Rational numbers	Add and subtract fractions

Term two			
Week 1	Number	Rational numbers	Multiply fractions by a whole Decimal review
Week 2	Number	Operations Rational numbers	Rounding decimals Add and subtract decimals
Week 3	Number	Rational numbers	Multiply and divide decimals Percentage review
Week 4	Number	Rational numbers	FDP conversion
Week 5	Number	Rational numbers	Find a percentage of a whole number Proportional reasoning
Week 6	Number	Rational numbers	Find a whole amount
Week 7	Number	Financial mathematics	Money Percentage discounts
Week 8	Probability	Probability investigations	Plan and conduct probability experiments
Week 9	Probability	Probability investigations Critical thinking in probability	Present and analyse the results of probability experiments Critical analysis of chance-based investigation and data

Term three			
Week 1	Number	Operations	Integers
Week 2	Number	Operations	Exploring the addition of integers
Week 3	Number	Operations	Exploring the subtraction of integers
Week 4	Algebra	Equations and relationships	Form and solve 1-step linear equations
Week 5	Algebra	Equations and relationships	Properties of arithmetic Substitution
Week 6	Algebra	Equations and relationships Algorithmic thinking	Linear patterns and rules Algorithms
Week 7	Measurement	Measuring	Estimate and measure Convert units of measurement
Week 8	Measurement	Perimeter, area and volume	Perimeter Area of rectangles
Week 9	Measurement	Perimeter, area and volume	Area of triangles Area of compound shapes

Term four			
Week 1	Statistics	Problem Plan	Investigate a problem Plan an investigation
Week 2	Statistics	Data	Collect data
Week 3	Statistics	Analysis	Analyse data
Week 4	Statistics	Conclusion Statistical literacy	Communicate findings Critically analyse other investigations
Week 5	Measurement	Measuring	Estimate and measure time
Week 6	Measurement	Measuring	Convert between units of time Duration
Week 7	Measurement	Measuring	Timetables and charts
Week 8	Geometry	Pathways Spatial reasoning	Positions and pathways Transformations of 2D shapes
Week 9	Geometry	Spatial reasoning	Views of 3D shapes

Number	TERM 1	TERM 2	TERM 3	TERM 4
<b>Number structure</b>				
identify, read, write, compare, and order whole numbers using powers of 10 (e.g., $10,000 = 10^4$ )	W1			
find the highest common factor (HCF) of two numbers under 100, and find the least common multiple (LCM) of two numbers under 10	W2			
use exponents to represent repeated multiplication, and identify square roots of square numbers up to at least 100	W1			
<b>Operations</b>				
use rounding and estimation to predict results and to check the reasonableness of calculations	W3			
round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, or whole number	W3	W2		
recall multiplication facts to at least $10 \times 10$ and identify and describe the divisibility rules for 2, 3, 5, 9, and 10	W2			
multiply whole numbers	W3			
divide whole numbers by one- or two-digit divisors (e.g., $327 \div 5 = 65.4$ or $65\frac{2}{5}$ )	W4			
use the order of operations	W4			
order, compare, and locate integers on a number line and explore adding and subtracting integers			W1, 2, 3	
<b>Rational numbers</b>				
identify, read, write, and represent fractions, decimals (to three places), and percentages	W8	W1, 3		
compare, order, and convert between fractions, decimals (to three places), and percentages	W8	W1, 4		
multiply and divide numbers by 10, 100, and 1000		W3		
find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers	W8			
multiply fractions and decimals by whole numbers		W1, 3		
find a percentage of a whole number, and find a whole amount, given a simple fraction or percentage (e.g., "25% is \$100, what is the total amount?")		W5		
add and subtract fractions with different denominators of up to a tenth, using equivalent fractions (e.g., $\frac{3}{4} + \frac{1}{3}$ )	W9			
add and subtract decimals to three decimal places, with an emphasis on estimating before calculating		W2		
use proportional reasoning to explore multiplicative relationships between quantities (e.g., "If there are 3 red for every 7 blue balls, how many balls are there altogether when there are 18 red balls?")		W6		

Number	TERM 1	TERM 2	TERM 3	TERM 4
<b>Financial mathematics</b>				
calculate total cost and change for any amount of money		W7		
apply percentage discounts to whole-dollar amounts		W7		
<b>Algebra</b>				
<b>Equations &amp; relationships</b>				
form and solve one-step linear equations (e.g., $t + 7 = 12$ , $2s = 14$ )			W4	
find the value of an expression or formula, given the values of variables (e.g., "Calculate $w + 12$ when $w = 4$ ")			W5	
describe and use the commutative, distributive, and associative properties of operations (e.g., $a \times b = b \times a$ )			W5	
identify the constant increase or decrease in a linear pattern, use variables and algebraic notation to represent the rule in an equation, and use the rule to make conjectures			W6	
<b>Algorithmic thinking</b>				
create, test, and revise algorithms involving a sequence of steps and decisions			W6	
<b>Measurement</b>				
<b>Measuring</b>				
estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units	W6		W7	W5
select and use an appropriate base measure (e.g., metre, gram, litre) within the metric system, along with a prefix (e.g., kilo-, centi-) to show the size of units			W7	
convert between metric units of length, mass (weight), and capacity, using whole numbers and decimals to express parts of a unit (e.g., $724 \text{ g} = 0.724 \text{ kg}$ )			W7	
find speed, given distance and time				W7
– read, interpret, and use timetables and charts that present information about duration – convert between units of time, and solve duration problems that involve fractions of time				W5, 6
<b>Perimeter, area &amp; volume</b>				
calculate the perimeter and area of composite shapes composed of triangles and rectangles			W8, 9	

Geometry	TERM 1	TERM 2	TERM 3	TERM 4
<b>Shape</b>				
classify and name shapes based on their attributes (e.g., triangles, pyramids)	W5			
identify and describe angles at a point, angles on a straight line, and vertically opposite angles	W6, 7			
<b>Spatial reasoning</b>				
visualise, construct, and draw plan views for front, back, left, right, and top views of 3D shapes				W9
transform 2D shapes, including composite shapes, by resizing by a whole number or unit fraction				W8
<b>Pathways</b>				
interpret and communicate the location of positions and pathways using coordinates, angle measures, and the 8 main and halfway compass points (e.g., NE, which is 45° E from N)				W8

Statistics	TERM 1	TERM 2	TERM 3	TERM 4
<b>Problem</b>				
investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data by: <ul style="list-style-type: none"> <li>– posing an investigative question about a local community matter</li> <li>– making conjectures or assertions about expected findings</li> </ul>				W1
<b>Plan</b>				
plan how to collect or source data to answer the investigative question, including: <ul style="list-style-type: none"> <li>– determining or identifying the variables needed</li> <li>– planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected</li> <li>– identifying the group of interest or who the data was collected from</li> <li>– building awareness of ethical practices in data collection by strategic questioning of data-collection questions or methods</li> </ul>				W1
<b>Data</b>				
collect primary data or gather information about variables in sourced data, create a simple informal data dictionary, and check for errors				W2
<b>Analysis</b>				
<ul style="list-style-type: none"> <li>– create data visualisations for the investigation</li> <li>– make statements about the data, including its features and context, in descriptions of distributions</li> </ul>				W3

Statistics	TERM 1	TERM 2	TERM 3	TERM 4
<b>Conclusion</b>				
communicate findings in context to answer the investigative question, using evidence from analysis and comparing findings to initial conjectures or assertions and their existing knowledge of the world				W4
<b>Statistical literacy</b>				
evaluate the findings of others to check if their claims or statements are supported by the data visualisations they use				W4

Probability	TERM 1	TERM 2	TERM 3	TERM 4
<b>Probability investigations</b>				
plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools, by: <ul style="list-style-type: none"> <li>– posing an investigative question</li> <li>– anticipating what outcomes are possible and which of them are more or less likely to occur</li> <li>– identifying and systematically listing possible answers to the investigative question</li> <li>– collecting and recording data</li> <li>– creating data visualisations for the distribution of observed outcomes</li> <li>– describing what these visualisations show</li> <li>– finding the probability estimates for the different outcomes</li> <li>– answering the investigative question</li> <li>– identifying similarities and differences between their findings and those of others</li> <li>– reflecting on anticipated outcomes</li> <li>– comparing findings from the probability experiment and associated theoretical probabilities, as appropriate</li> </ul>		W8, 9		

Critical thinking in probability	TERM 1	TERM 2	TERM 3	TERM 4
identify, explain, and check others' statements about chance-based investigations, referring to evidence		W9		

Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 1</b></p> <p><b>Whole numbers and powers of 10</b> <b>Introduction to exponents and square numbers</b></p> <p>Represent, compare and order whole numbers using powers of 10 Exponent notation Identify square roots of square numbers up to at least 100</p>	<p>identify, read, write, compare, and order whole numbers using powers of 10 (e.g., <math>10,000 = 10^4</math>) use exponents to represent repeated multiplication, and identify square roots of square numbers up to at least 100</p>	<p><b>SKILL QUESTS</b></p> <p><b>Exponents</b></p> <ul style="list-style-type: none"> <li>Introducing exponents</li> </ul> <p><b>Square &amp; square roots</b></p> <ul style="list-style-type: none"> <li>Finding square &amp; square roots</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Number structure: Whole number</b></p> <ul style="list-style-type: none"> <li>Numbers from Words to Digits 3</li> <li>Multiplying by 10, 100, 1000</li> </ul> <p><b>Number structure: Factors, multiples, exponents</b></p> <ul style="list-style-type: none"> <li>Index Notation/Exponent Notation</li> <li>Square Roots</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Number Theory</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Jumbled calculations (DOK 2)</li> <li>Square and cube number jumble (DOK 2)</li> </ul> <p><b>Number &amp; Algebra: Indices</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Squaring away area (DOK 2)</li> </ul>	<p><b>(Y7-G) Reading and Understanding Whole Numbers</b></p> <ul style="list-style-type: none"> <li>Read and understand numbers (pp 1–4)</li> </ul> <p><b>(Y8-H) Whole Numbers</b></p> <ul style="list-style-type: none"> <li>Topic 3 (pp 32–36)</li> </ul>
<p><b>Week 2</b></p> <p><b>Multiplication facts</b> <b>Highest common factor (HCF)</b> <b>Lowest common multiple (LCM)</b></p> <p>Multiplication facts to at least <math>10 \times 10</math> Divisibility rules for 2, 3, 5, 9, and 10 List Factors Find the highest common factor (HCF) Find the least common multiple (LCM)</p>	<p>recall multiplication facts to at least <math>10 \times 10</math> and identify and describe the divisibility rules for 2, 3, 5, 9, and 10 find the highest common factor (HCF) of two numbers under 100, and find the least common multiple (LCM) of two numbers under 10</p>	<p><b>SKILL QUESTS</b></p> <p><b>Multiplication facts &amp; divisibility</b></p> <ul style="list-style-type: none"> <li>Recalling multiplication facts</li> <li>Describing divisibility rules</li> </ul> <p><b>Factors &amp; multiples</b></p> <ul style="list-style-type: none"> <li>Finding factors of numbers up to 100</li> <li>Finding prime factors for numbers up to 100</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>Missing Numbers: <math>\times</math> and <math>\div</math> facts</li> <li>Divisibility Tests (2, 5, 10)</li> <li>Divisibility Tests (3, 4, 9)</li> </ul> <p><b>Number structure: Factors, multiples, exponents</b></p> <ul style="list-style-type: none"> <li>Prime or Composite Numbers</li> <li>Find the factor</li> <li>Factors</li> <li>Highest Common Factor</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Multiplication &amp; Division</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Orbiting lowest common multiples (DOK 2)</li> <li>Many ants make light work (DOK 2)</li> </ul>	<p><b>(Y6-F) Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Mental division strategies (pp 18, 19)</li> </ul> <p><b>(Y7-G) Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Mental multiplication strategies (p 1)</li> <li>Mental division strategies (p 9)</li> </ul>
<p><b>Week 3</b></p> <p><b>Rounding</b> <b>Multiplication</b></p> <p>Round whole numbers Use rounding to estimate Multiply whole numbers Solve word problems</p>	<p>use rounding and estimation to predict results and to check the reasonableness of calculations round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, or whole number multiply whole numbers</p>	<p><b>SKILL QUESTS</b></p> <p><b>Rounding &amp; estimation</b></p> <ul style="list-style-type: none"> <li>Rounding whole numbers</li> </ul> <p><b>Multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>Using strategies to multiply whole numbers</li> <li>Using standard algorithms to multiply</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Operations: Rounding &amp; estimation</b></p> <ul style="list-style-type: none"> <li>Rounding Numbers</li> <li>Estimation: Add and Subtract</li> <li>Estimation: Multiply and Divide</li> <li>Rounding Numbers for Division</li> </ul> <p><b>Operations: Multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>Contracted Multiplication</li> <li>Long Multiplication</li> <li>Grid Methods 1</li> <li>Multiply 2 Digits Area Model</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Multiplication &amp; Division</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Pyramid puzzler (DOK 2)</li> </ul>	<p><b>(Y7-G) Reading and Understanding Whole Numbers</b></p> <ul style="list-style-type: none"> <li>Round and estimate (pp 19–22, 24)</li> </ul> <p><b>(Y7-G) Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Mental division strategies (pp 2–6)</li> <li>Written methods (pp 13–15)</li> </ul>
<p><b>Week 4</b></p> <p><b>Division</b> <b>Order of operations</b></p> <p>Divide whole numbers by 1- or 2-digit divisors Solve word problems Use the order of operations</p>	<p>divide whole numbers by one- or two-digit divisors (e.g., <math>327 \div 5 = 65.4</math> or <math>65\frac{2}{5}</math>) use the order of operations</p>	<p><b>SKILL QUESTS</b></p> <p><b>Multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>Dividing whole numbers using strategies &amp; models</li> <li>Dividing whole numbers using strategies</li> <li>Using standard algorithms to divide</li> <li>Multiplying &amp; dividing whole numbers in context</li> </ul> <p><b>Order of operations</b></p> <ul style="list-style-type: none"> <li>Understanding the distributive law &amp; brackets</li> <li>Using the order of operations</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Operations: Multiplication &amp; division</b></p> <ul style="list-style-type: none"> <li>Dividing by 10, 100, 1000</li> <li>Short Division</li> <li>Long Division</li> <li>Multiply and Divide Problems 1</li> </ul> <p><b>Operations: Order of operations</b></p> <ul style="list-style-type: none"> <li>Order of Operations 1 (BIDMAS)</li> <li>Identifying errors in applying the order of operations</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Multiplication &amp; Division</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Build the pyramid (DOK 2)</li> </ul> <p><b>Number &amp; Algebra: Operations</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Wanted: missing operators (DOK 2)</li> </ul>	<p><b>(Y7-G) Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Mental division strategies (pp 7, 8, 10–12)</li> <li>Written methods (pp 16–18)</li> <li>Puzzles and investigations (p 19)</li> </ul> <p><b>(Y7-G) Patterns and Algebra</b></p> <ul style="list-style-type: none"> <li>Properties of arithmetic (pp 34–35)</li> </ul>

Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 5</b></p> <p><b>Properties of 2D shapes and 3D solids</b></p> <p>Classify a range of shapes and solids</p>	<p>classify and name shapes based on their attributes (e.g., triangles, pyramids)</p>	<p><b>SKILL QUESTS</b></p> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Classifying shapes</li> <li>Classifying triangles by their properties</li> <li>Classifying quadrilaterals by their properties</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Count Sides and Corner</li> <li>Shapes</li> <li>Triangle Tasters</li> <li>Collect Simple Shapes</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Geometry: 2D Shapes</b> LEVEL 5-7</p> <ul style="list-style-type: none"> <li>Property of: the quadrilateral <b>(DOK 2)</b></li> <li>Matching diagonals to quadrilaterals <b>(DOK 2)</b></li> </ul>	<p><b>(Y7-G) Geometry</b></p> <ul style="list-style-type: none"> <li>2D shapes (pp 7-9, 11)</li> <li>3D shapes (pp 25-27, 32)</li> </ul>
<p><b>Week 6</b></p> <p><b>Measure angles</b></p> <p><b>Angle relationships I</b></p> <p>Estimate and then measure angles Identify and describe adjacent angles and simple angles at a point</p>	<p>estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units</p> <p>identify and describe angles at a point, angles on a straight line, and vertically opposite angles</p>	<p><b>SKILL QUESTS</b></p> <p><b>Angle properties</b></p> <ul style="list-style-type: none"> <li>Identifying &amp; using adjacent angles</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Measuring &amp; converting</b></p> <ul style="list-style-type: none"> <li>Measuring Angles</li> <li>Estimating Angles</li> </ul> <p><b>Angle properties</b></p> <ul style="list-style-type: none"> <li>Labelling Angles</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Geometry: Angles</b> LEVEL 5-7</p> <ul style="list-style-type: none"> <li>Adjacent angles <b>(DOK 4)</b></li> <li>Comparing vertical and adjacent <b>(DOK 2)</b></li> </ul>	<p><b>(Y7-G) Geometry</b></p> <ul style="list-style-type: none"> <li>Lines and angles (pp 3, 4)</li> <li>2D shapes (p 14)</li> </ul> <p><b>(Y8-H) Angles</b></p> <ul style="list-style-type: none"> <li>Topic 10 (pp 7-14)</li> </ul>
<p><b>Week 7</b></p> <p><b>Angle relationships II</b></p> <p>Identify and describe</p> <ul style="list-style-type: none"> <li>angles at a point</li> <li>angles on a straight line</li> <li>vertically opposite angles</li> <li>supplementary angles</li> <li>complementary angles</li> </ul>	<p>identify and describe angles at a point, angles on a straight line, and vertically opposite angles</p>	<p><b>SKILL QUESTS</b></p> <p><b>Angle properties</b></p> <ul style="list-style-type: none"> <li>Calculating supplementary angles</li> <li>Calculating complementary angles</li> <li>Calculating angles at a point</li> <li>Exploring vertically opposite angles</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Angle properties</b></p> <ul style="list-style-type: none"> <li>Equal, Complementary or Supplementary Angles</li> <li>Complementary, Supplementary or Neither</li> <li>Vertically Opposite: Value of x</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Geometry: 2D Shapes</b> LEVEL 5-7</p> <ul style="list-style-type: none"> <li>Angle up top <b>(DOK 3)</b></li> </ul>	<p><b>(Y8-H) Angles</b></p> <ul style="list-style-type: none"> <li>Topic 10 (pp 15-20)</li> </ul>
<p><b>Week 8</b></p> <p><b>Fraction review</b></p> <p>Compare and order fractions Equivalent fractions Simplify fractions Convert between improper fractions and mixed numbers</p>	<p>identify, read, write, and represent fractions, decimals (to three places), and percentages</p> <p>find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers</p>	<p><b>SKILL QUESTS</b></p> <p><b>Equivalent Fractions</b></p> <ul style="list-style-type: none"> <li>Calculating equivalent fractions</li> <li>Simplifying fractions</li> <li>Converting between mixed &amp; improper fractions</li> </ul> <p><b>Compare &amp; order rational numbers</b></p> <ul style="list-style-type: none"> <li>Comparing &amp; ordering proper fractions</li> <li>Comparing &amp; ordering improper &amp; mixed fraction</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Rational numbers: Fractions</b></p> <ul style="list-style-type: none"> <li>Shading Equivalent Fractions</li> <li>Fraction Wall Labelling 1</li> <li>Equivalent Fractions on a Number Line 1</li> <li>Equivalent Fractions</li> <li>Simplifying Fractions</li> </ul> <p><b>CHALLENGES</b></p> <ul style="list-style-type: none"> <li>Mixed to Improper</li> <li>Improper to Mixed</li> <li>Comparing Fractions 1</li> <li>Arranging Fractions</li> <li>Comparing Fractions with Signs</li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Fractions (pp 1-9)</li> </ul>
<p><b>Week 9</b></p> <p><b>Add and subtract fractions</b></p> <p>Add and subtract fractions with different denominators up to tenths</p>	<p>add and subtract fractions with different denominators of up to a tenth, using equivalent fractions (e.g., <math>\frac{3}{4} + \frac{1}{3}</math>)</p>	<p><b>SKILL QUESTS</b></p> <p><b>Operations involving fractions</b></p> <ul style="list-style-type: none"> <li>Adding subtracting fractions – common denominator</li> <li>Adding subtracting fractions – related denominator</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Rational numbers: Fractions</b></p> <ul style="list-style-type: none"> <li>Common Denominator</li> <li>No Common Denominator</li> <li>Add Like Mixed Numbers</li> <li>Subtract Like Mixed Numbers</li> <li>Fraction Word Problems</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Fractions</b> LEVEL 6-8</p> <ul style="list-style-type: none"> <li>Subtracting shady fractions <b>(DOK 2)</b></li> <li>Complete the shady fractional diagram <b>(DOK 2)</b></li> <li>Simplifying shady fractions <b>(DOK 2)</b></li> <li>Shady fractions <b>(DOK 2)</b></li> </ul> <p><b>Number &amp; Algebra: Percentages</b> LEVEL 6-8</p> <ul style="list-style-type: none"> <li>Simply equal <b>(DOK 2)</b></li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Calculating (pp 28-30)</li> </ul> <p><b>(Y8-H) Fractions</b></p> <ul style="list-style-type: none"> <li>Topic 5 (pp 18-21)</li> </ul>

Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 1</b></p> <p><b>Multiply fractions by a whole</b> <b>Decimal review</b></p> <p>Multiply fractions by whole numbers Compare and order decimals (to three places)</p>	<p>multiply fractions and decimals by whole numbers identify, read, write, and represent fractions, decimals (to three places), and percentages compare, order, and convert between fractions, decimals (to three places), and percentages</p>	<p><b>SKILL QUESTS</b></p> <p><b>Operations involving fractions</b></p> <ul style="list-style-type: none"> <li>Multiplying fractions by whole numbers</li> </ul> <p><b>Calculate a percentage of a quantity</b></p> <ul style="list-style-type: none"> <li>Calculating a fraction of a quantity</li> </ul> <p><b>Compare &amp; order rational numbers</b></p> <ul style="list-style-type: none"> <li>Comparing &amp; ordering decimals</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Rational numbers: Fractions</b></p> <ul style="list-style-type: none"> <li>Model Fractions to Multiply</li> <li>Multiply Fraction by Whole Number</li> </ul> <p><b>Rational numbers: Decimals</b></p> <ul style="list-style-type: none"> <li>Decimals on a Number Line</li> <li>Comparing Decimals</li> <li>Decimal Order</li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Fractions of an amount (pp 21, 22)</li> <li>Calculating (pp 31, 32 Q5 only)</li> <li>Decimal fractions (pp 12–15)</li> </ul>
<p><b>Week 2</b></p> <p><b>Rounding decimals</b> <b>Add and subtract decimals</b></p> <p>Round decimals to the nearest tenth, hundredth, or whole number Add and subtract decimals to three decimal places Solve word problems</p>	<p>round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, or whole number add and subtract decimals to three decimal places, with an emphasis on estimating before calculating</p>	<p><b>SKILL QUESTS</b></p> <p><b>Rounding &amp; estimation</b></p> <ul style="list-style-type: none"> <li>Recognising place value in decimals</li> <li>Rounding decimals to hundredths</li> <li>Using rounding &amp; estimation</li> </ul> <p><b>Operations involving decimals</b></p> <ul style="list-style-type: none"> <li>Adding decimals</li> <li>Subtracting decimals</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Operations: Rounding &amp; estimation</b></p> <ul style="list-style-type: none"> <li>Rounding Decimals</li> </ul> <p><b>Rational numbers: Decimals</b></p> <ul style="list-style-type: none"> <li>Decimal Complements</li> <li>Estimate Decimal Sums 1</li> <li>Estimate Decimal Differences 1</li> <li>Adding Decimals</li> <li>Subtracting Decimals</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Decimals</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Posting parcels (DOK 2)</li> <li>Pedro's project (DOK 3)</li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Decimal fractions (p 16)</li> <li>Calculating (pp 33–36)</li> </ul>
<p><b>Week 3</b></p> <p><b>Multiply and divide decimals</b> <b>Percentage review</b></p> <p>Multiply and divide decimals by 10, 100 and 1,000 Multiply decimals by whole numbers Explain and represent percentages using 100s squares</p>	<p>multiply fractions and decimals by whole numbers identify, read, write, and represent fractions, decimals (to three places), and percentages</p>	<p><b>SKILL QUESTS</b></p> <p><b>Operations involving decimals</b></p> <ul style="list-style-type: none"> <li>Multiplying decimals by 10, 100, &amp; 1000</li> <li>Dividing decimals by 10, 100, &amp; 1000</li> <li>Multiplying decimals</li> </ul> <p><b>Compare &amp; order rational numbers</b></p> <ul style="list-style-type: none"> <li>Comparing &amp; ordering percentages</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Rational numbers: Decimals</b></p> <ul style="list-style-type: none"> <li>Place Value 2 (x10 and ÷10)</li> <li>Multiply Decimals: 10, 100, 1000</li> <li>Divide Decimals: 10, 100, 1000</li> </ul> <p><b>Rational numbers: Percentages</b></p> <ul style="list-style-type: none"> <li>Modelling Percentages</li> <li>Quantities to Percentages (no units)</li> <li>Quantities to Percentages (with units)</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Decimals</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Sounds about right (DOK 3)</li> </ul> <p><b>Number &amp; Algebra: Percentages</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Percentage of daily intake (DOK 2)</li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Calculating (pp 37–40)</li> <li>Decimal fractions (pp 17, 18)</li> </ul>
<p><b>Week 4</b></p> <p><b>FDP conversion</b></p> <p>Compare, order, and convert between fractions, decimals (to three places), and percentages</p>	<p>compare, order, and convert between fractions, decimals (to three places), and percentages</p>	<p><b>SKILL QUESTS</b></p> <p><b>Convert rational numbers</b></p> <ul style="list-style-type: none"> <li>Converting fractions to decimals</li> <li>Converting fractions to percentages</li> <li>Converting decimals to fractions</li> <li>Converting decimals to percentages</li> <li>Converting percentages to fractions</li> <li>Converting percentages to decimals</li> </ul> <p><b>Compare &amp; order rational numbers</b></p> <ul style="list-style-type: none"> <li>Comparing &amp; ordering FDP</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Rational numbers: Decimals</b></p> <ul style="list-style-type: none"> <li>Fraction to Terminating Decimal</li> <li>Fractions to Decimals</li> <li>Decimals to Fractions 1</li> <li>Decimals to Fractions 2</li> </ul> <p><b>Rational numbers: Percentages</b></p> <ul style="list-style-type: none"> <li>Percentage to Fraction</li> <li>Fractions to Percentages</li> <li>Common Fractions as Percentages (AU)</li> <li>Decimal to Percentage</li> <li>Match Decimals and Percentages</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Fractions</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Comparing decimals and fractions with unrelated denominators (DOK 2)</li> <li>A questionable sentence (DOK 2)</li> </ul> <p><b>Number &amp; Algebra: Percentages</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Ascending the pathway to fractions and decimals (DOK 2)</li> </ul>	<p><b>(Y8-H) Percentage Basics</b></p> <ul style="list-style-type: none"> <li>Topic 7 (pp 2–4, 6–9)</li> </ul>

Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 5</b></p> <p><b>Find a simple percentage of a whole number</b> <b>Find a whole amount</b></p> <p>Find a percentage of a whole number Find a whole amount, given a simple percentage</p>	<p>find a percentage of a whole number, and find a whole amount, given a simple fraction or percentage (e.g., “25% is \$100, what is the total amount?”)</p>	<p><b>SKILL QUESTS</b></p> <p><b>Calculate a percentage of a quantity</b></p> <ul style="list-style-type: none"> <li>Calculating a percentage of a quantity</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Rational numbers: Percentages</b></p> <ul style="list-style-type: none"> <li>Calculating Percentages (Mental)</li> <li>Percentage of a Quantity</li> <li>Percentage Composition/What percentage?</li> <li>Percentage Word Problems</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Percentages</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Planning with fractions and percentages (DOX2)</li> <li>The road to percentages (DOX2)</li> <li>Recycling percentage problems (DOX2)</li> <li>Nutritional guava (DOX2)</li> <li>Cholesterol percentages (DOX2)</li> <li>An issue of tissues (DOX2)</li> <li>Moving Dirt (DOX2)</li> <li>Another brick in the wall (DOX2)</li> <li>Nutrition facts for chopped onions (DOX2)</li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Fractions of an amount (pp 23, 24)</li> <li>Decimal fractions (p 20)</li> </ul>
<p><b>Week 6</b></p> <p><b>Proportional reasoning</b></p> <p>Calculate unknown quantities using proportional reasoning</p>	<p>use proportional reasoning to explore multiplicative relationships between quantities (e.g., “If there are 3 red for every 7 blue balls, how many balls are there altogether when there are 18 red balls?”)</p>	<p><b>SKILL QUESTS</b></p> <p><b>Proportional reasoning</b></p> <ul style="list-style-type: none"> <li>Using proportional reasoning</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Percentages</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Citrus smoothie percentages (DOX2)</li> <li>The winner takes all (DOX2)</li> <li>Atomic mass percentages (DOX2)</li> </ul> <p><b>Number &amp; Algebra: Rates &amp; Ratios</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Mixing chocolate truffle paint (DOX2)</li> <li>A revolution in ratios (DOX2)</li> <li>Revolutionary ratios (DOX2)</li> <li>Collecting shells (DOX2)</li> </ul>	<p><b>(Y7-G) Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Puzzles and investigations (pp 21, 23, 24)</li> </ul>
<p><b>Week 7</b></p> <p><b>Money</b> <b>Percentage discounts</b></p> <p>Calculate costs, and change for any amount of money Explain and justify ‘best deals’ Apply percentage discounts to whole dollar amounts</p>	<p>calculate total cost and change for any amount of money apply percentage discounts to whole-dollar amounts</p>	<p><b>SKILL QUESTS</b></p> <p><b>Financial maths</b></p> <ul style="list-style-type: none"> <li>Calculating best buy amounts</li> <li>Calculating loss &amp; profit</li> <li>Calculating percentage discounts</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Financial maths</b></p> <ul style="list-style-type: none"> <li>Money Problems: Four Operations</li> <li>Purchase Options</li> <li>Best Buy</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Chance &amp; Probability</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Discount that car (DOX3)</li> </ul>	<p><b>(Y7-G) Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Fractions (p 10)</li> <li>Calculating (p 41)</li> <li>Fractions of an amount (pp 25–27)</li> </ul>
<p><b>Week 8</b></p> <p><b>Plan and conduct probability experiments</b></p> <p>Plan and conduct probability experiments Represent outcomes using lists, tables, tally charts, word and numbers</p>	<p>plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools ...</p>	<p><b>SKILL QUESTS</b></p> <p><b>Probability investigations</b></p> <ul style="list-style-type: none"> <li>Understanding the language of probability</li> <li>Applying basic probability language</li> <li>Understanding theoretical probability</li> <li>Understanding experimental probability</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Chance &amp; Probability</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Rolling to win (DOX3)</li> <li>Chance encounter (DOX3)</li> </ul> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>30% chance of yellow (DOX2)</li> <li>Probability with a decahedron dice (DOX2)</li> <li>Probability spinner up to 12 (DOX2)</li> </ul>	<p><b>(Y7-G) Chance and probability</b></p> <ul style="list-style-type: none"> <li>Chance and probability (pp 1–3, 7–10)</li> </ul>
<p><b>Week 9</b></p> <p><b>Present and analyse the results of probability experiments</b> <b>Critical analysis of chance-based investigation and data</b></p> <p>Create and describe data visualisations Calculate the probability of outcomes Agree or disagree with others’ conclusions</p>	<p>plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools ... identify, explain, and check others’ statements about chance-based investigations, referring to evidence</p>	<p><b>SKILL QUESTS</b></p> <p><b>Probability investigations</b></p> <ul style="list-style-type: none"> <li>Use frac/dec &amp; percentages in probability</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Probability investigations</b></p> <ul style="list-style-type: none"> <li>Counting Techniques 1</li> <li>Simple Probability</li> <li>Find the Probability</li> <li>Dice and Coins</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Chance &amp; Probability</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Rolling to win (DOX3)</li> <li>Chance encounter (DOX3)</li> <li>Token take out (DOX3)</li> </ul> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>30% chance of yellow (DOX2)</li> <li>Probability with a decahedron dice (DOX2)</li> <li>Probability spinner up to 12 (DOX2)</li> </ul>	<p><b>(Y7-G) Chance and probability</b></p> <ul style="list-style-type: none"> <li>Chance and probability (pp 1–3, 7–10)</li> </ul> <p><b>(Y8-H) Chance</b></p> <ul style="list-style-type: none"> <li>Topic 8 (pp 24, 25)</li> </ul>

Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 1</b></p> <p><b>Integers</b></p> <p>Order, compare and locate integers on a number line Real-life situations involving negative numbers</p>	<p>order, compare, and locate integers on a number line and explore adding and subtracting integers</p>	<p><b>SKILL QUESTS</b></p> <p><b>Integers</b></p> <ul style="list-style-type: none"> <li>Ordering &amp; comparing integers</li> <li>Investigating the use of integers in real-life</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Operations: Integers</b></p> <ul style="list-style-type: none"> <li>Ordering Integers (Number Line)</li> <li>Directed Numbers</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Operations</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Positively true or false <b>(DOK 2)</b></li> </ul>	<p><b>(7-5) Reading and Understanding Whole Numbers</b></p> <ul style="list-style-type: none"> <li>Types of numbers (p 9)</li> </ul> <p><b>(7-8) Directed Numbers</b></p> <ul style="list-style-type: none"> <li>Topic 4 (pp 3, 4, 11–13)</li> </ul>
<p><b>Week 2 &amp; 3</b></p> <p><b>Exploring the addition and subtraction of integers</b></p> <p>Add and subtract integers using tools</p>	<p>order, compare, and locate integers on a number line and explore adding and subtracting integers</p>	<p><b>SKILL QUESTS</b></p> <p><b>Operations – Integers</b></p> <ul style="list-style-type: none"> <li>Adding &amp; subtracting integers</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Operations: Integers</b></p> <ul style="list-style-type: none"> <li>Adding Integers: Positive, Negative or Zero</li> <li>Negative or Positive?</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Addition &amp; Subtraction</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Strategic calculations with integers <b>(DOK 2)</b></li> <li>Solving magic triangles <b>(DOK 3)</b></li> </ul>	<p><b>(7-5) Reading and Understanding Whole Numbers</b></p> <ul style="list-style-type: none"> <li>Types of numbers (p 10)</li> </ul> <p><b>(7-8) Directed Numbers</b></p> <ul style="list-style-type: none"> <li>Topic 4 (pp 14, 15, 17–20)</li> </ul>
<p><b>Week 4</b></p> <p><b>Form and solve 1-step linear equations</b></p> <p>Form and solve 1-step linear equations</p>	<p>form and solve one-step linear equations (e.g., <math>t + 7 = 12</math>, <math>2s = 14</math>)</p>	<p><b>SKILL QUESTS</b></p> <p><b>Linear equations</b></p> <ul style="list-style-type: none"> <li>Forming linear equations &amp; expressions</li> <li>Solving linear equations using models</li> <li>Solving linear equations</li> <li>Solving linear equations with non-integer solution</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Linear equations &amp; patterns</b></p> <ul style="list-style-type: none"> <li>Write an Equation: Word Problems</li> <li>Solve Equations: Add, Subtract 1</li> <li>Solve Equations: Add, Subtract 2</li> <li>Solve Equations: Multiply, Divide 1</li> <li>Solve Equations: Multiply, Divide 2</li> <li>Find the Missing Number 1</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Equations &amp; Expressions</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>How old? <b>(DOK 2)</b></li> <li>An expression of time <b>(DOK 3)</b></li> </ul>	<p><b>(7-5) Patterns and Algebra</b></p> <ul style="list-style-type: none"> <li>Algebraic thinking (pp 18–25)</li> <li>Solving equations (pp 26–28)</li> </ul>
<p><b>Week 5</b></p> <p><b>Properties of arithmetic Substitution</b></p> <p>Describe and use the commutative, distributive, and associative properties of operations Find the value of an expression or formula given the values of variables</p>	<p>describe and use the commutative, distributive, and associative properties of operations (e.g., <math>a \times b = b \times a</math>) find the value of an expression or formula, given the values of variables (e.g., "Calculate <math>w + 12</math> when <math>w = 4</math>")</p>	<p><b>SKILL QUESTS</b></p> <p><b>Properties of operations</b></p> <ul style="list-style-type: none"> <li>Using the commutative properties of operations</li> <li>Using the distributive properties of operations</li> <li>Using the associative properties of operations</li> </ul> <p><b>Substitution of values</b></p> <ul style="list-style-type: none"> <li>Using substitution to solve/check answers</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Properties of Operations</b></p> <ul style="list-style-type: none"> <li>Commutative Property of Addition</li> <li>Addition Properties</li> <li>Multiplication Properties</li> <li>Arithmetic Laws</li> </ul> <p><b>Substitution of Values</b></p> <ul style="list-style-type: none"> <li>Simple Substitution</li> <li>Simple Substitution 2</li> <li>Substitution in Formulae</li> </ul>	<p><b>(7-5) Patterns and Algebra</b></p> <ul style="list-style-type: none"> <li>Properties of arithmetic (pp 36–39)</li> </ul> <p><b>(7-8) Algebra basics</b></p> <ul style="list-style-type: none"> <li>Topic 1 (pp 17, 19 q 1&amp;3 only, 22 q 1&amp;2 only)</li> </ul>



Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 6</b></p> <p><b>Linear patterns and rules</b> <b>Algorithms</b></p> <p>Represent linear patterns using diagrams and tables Generalise rules for linear patterns Use the rule and an XY graph Create and use algorithms</p>	<p>identify the constant increase or decrease in a linear pattern, use variables and algebraic notation to represent the rule in an equation, and use the rule to make conjectures create, test, and revise algorithms involving a sequence of steps and decisions</p>	<p><b>SKILL QUESTS</b></p> <p><b>Linear patterns &amp; relationships</b></p> <ul style="list-style-type: none"> <li>Identifying linear patterns</li> <li>Using tables to describe linear patterns</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Linear equations &amp; patterns</b></p> <ul style="list-style-type: none"> <li>Describing Patterns</li> <li>Pattern Rules and Tables</li> </ul> <p><b>Properties of Operations</b></p> <ul style="list-style-type: none"> <li>Table of Values</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Number &amp; Algebra: Patterns</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>The key to confusion (DOK2)</li> <li>The pattern continues (DOK2)</li> <li>The 15th x marks the spot (DOK2)</li> <li>A sequence of tiles (DOK2)</li> </ul> <p><b>Number &amp; Algebra: Equations &amp; Expressions</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Operation algebra 6x (DOK3)</li> <li>Operation algebra 8 (DOK3)</li> <li>Operation algebra 3x (DOK3)</li> <li>Create an expression (DOK3)</li> </ul>	<p><b>(7-5) Patterns and Algebra</b></p> <ul style="list-style-type: none"> <li>Patterns and functions (pp 3–10, 12, 13)</li> </ul>
<p><b>Week 7</b></p> <p><b>Estimate and measure</b> <b>Convert units of measurement</b></p> <p>Estimate and measure</p> <ul style="list-style-type: none"> <li>Length</li> <li>Area</li> <li>Volume</li> <li>Capacity</li> <li>Mass</li> <li>Temperature</li> <li>Data storage</li> </ul> <p>Convert between metric units</p>	<p>estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units select and use an appropriate base measure (e.g., metre, gram, litre) within the metric system, along with a prefix (e.g., kilo-, centi-) to show the size of units convert between metric units of length, mass (weight), and capacity, using whole numbers and decimals to express parts of a unit (e.g., 724 g = 0.724 kg)</p>	<p><b>SKILL QUESTS</b></p> <p><b>Measuring</b></p> <ul style="list-style-type: none"> <li>Measuring length</li> <li>Measuring mass (weight)</li> <li>Measuring temperature</li> </ul> <p><b>Unit conversion</b></p> <ul style="list-style-type: none"> <li>Converting between metric units of length</li> <li>Converting between metric units of weight/mass</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Measuring &amp; converting</b></p> <ul style="list-style-type: none"> <li>Using a Litre</li> <li>How Heavy?</li> <li>What's the Temperature (Celsius)?</li> <li>Centimetres and Metres</li> <li>Kilometre Conversions</li> <li>Litre Conversions</li> <li>Millilitres and Litres</li> <li>Kilogram Conversions</li> <li>Grams and Milligrams</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Measurement: Volume &amp; Capacity</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Dissecting dimensions brick by brick (DOK3)</li> <li>Unpacking dimensions (DOK3)</li> <li>Double dimension (DOK2)</li> <li>Capacity of cubes (DOK2)</li> <li>Counting cubes (DOK2)</li> <li>Product packing problems (DOK2)</li> </ul>	<p><b>(7-5) Length, Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>Units of length (pp 1–7)</li> </ul> <p><b>(7-5) Volume, Capacity and Mass</b></p> <ul style="list-style-type: none"> <li>Volume and capacity (pp 2, 3, 7, 8)</li> <li>Mass (pp 9, 10, 13)</li> <li>Volume and capacity (p 1)</li> <li>Mass (pp 11, 12)</li> </ul>
<p><b>Week 8</b></p> <p><b>Perimeter</b> <b>Area of rectangles</b></p> <p>Perimeter of compound shapes composed of triangles and rectangles Area of rectangles</p>	<p>calculate the perimeter and area of composite shapes composed of triangles and rectangles</p>	<p><b>SKILL QUESTS</b></p> <p><b>Perimeter, area &amp; volume</b></p> <ul style="list-style-type: none"> <li>Calculating perimeters of 2D shapes</li> <li>Calculating perimeters of composite shapes</li> <li>Applying area of rectangle formula</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Perimeter, area &amp; volume</b></p> <ul style="list-style-type: none"> <li>Perimeter: Squares and Rectangles</li> <li>Perimeter: Triangles</li> <li>Perimeter Detectives 2</li> <li>Area: Squares and Rectangles</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Measurement: Area</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Charlie expands his garage (DOK2)</li> <li>Folding paper into rectangles (DOK2)</li> </ul>	<p><b>(7-5) Length, Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>Perimeter (pp 8–12, 15)</li> <li>Area (p 18)</li> </ul>
<p><b>Week 9</b></p> <p><b>Area of triangles</b> <b>Area of compound shapes</b></p> <p>Area of triangles Area of compound shapes composed of triangles and rectangles</p>	<p>calculate the perimeter and area of composite shapes composed of triangles and rectangles</p>	<p><b>SKILL QUESTS</b></p> <p><b>Perimeter, area &amp; volume</b></p> <ul style="list-style-type: none"> <li>Applying area of triangle formula</li> <li>Calculating area of composite shapes</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Perimeter, area &amp; volume</b></p> <ul style="list-style-type: none"> <li>Area: Triangles</li> <li>Area: Right Angled Triangles</li> <li>Area: Composite Shapes</li> <li>Area: Parallelograms (Metric)</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Measurement: Area</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>Ruin repairs (DOK3)</li> </ul> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Folding paper into rectangles and triangles (DOK3)</li> <li>Sacred triangle of the Bundjalung people (DOK3)</li> <li>What is the base length? (DOK2)</li> <li>Stained-glass triangles (DOK2)</li> <li>Common vertex for equal areas (DOK3)</li> </ul>	<p><b>(7-5) Length, Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>Area (pp 19, 20, 22–25)</li> </ul>

Week overview	Teaching sequence statements	Online activities	Ebooks
<p><b>Week 1</b></p> <p><b>Investigate a problem</b> <b>Plan an investigation</b></p> <p>Investigative a problem about a local community matter Plan data-collection and survey questions</p>	<p>investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data ...</p> <p>plan how to collect or source data to answer the investigative question ...</p>	<p><b>SKILL QUESTS</b></p> <p><b>Statistics: Plan</b></p> <ul style="list-style-type: none"> <li>Planning for statistical investigations</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Statistics: Data &amp; data types</b></p> <ul style="list-style-type: none"> <li>Data Types</li> </ul>	<p><b>(7-5) Data Representation</b></p> <ul style="list-style-type: none"> <li>Data investigations (pp 35, 37–39)</li> <li>Collecting and analysing data (pp 29–31)</li> </ul>
<p><b>Week 2</b></p> <p><b>Collect data</b></p> <p>Collect data</p>	<p>collect primary data or gather information about variables in sourced data, create a simple informal data dictionary, and check for errors</p>	<p><b>SKILL QUESTS</b></p> <p><b>Statistics: Data</b></p> <ul style="list-style-type: none"> <li>Collecting data</li> </ul>	<p><b>(7-5) Data Representation</b></p> <ul style="list-style-type: none"> <li>Types of graphs 1 (p 5)</li> <li>Types of graphs 3 (pp 14, 16, 17)</li> <li>Collecting and analysing data (pp 20, 21)</li> </ul>
<p><b>Week 3</b></p> <p><b>Analyse data</b></p> <p>Represent data using</p> <ul style="list-style-type: none"> <li>dot plots</li> <li>bar graphs</li> <li>frequency tables</li> <li>time-series graphs</li> <li>two-way tables or graphs</li> <li>fractions</li> <li>proportions</li> <li>percentages</li> </ul> <p>Calculate measures of centre and spread</p>	<p>create data visualisations for the investigation make statements about the data, including its features and context, in descriptions of distributions</p>	<p><b>SKILL QUESTS</b></p> <p><b>Statistics: Analysis</b></p> <ul style="list-style-type: none"> <li>Interpreting Pie charts</li> <li>Interpreting frequency, bar and divided bar graphs</li> <li>Interpreting histograms</li> <li>Interpreting dot plots</li> <li>Calculating central tendency: Mean, median, mode</li> <li>Understanding mean, median, mode</li> <li>Comparing means, medians &amp; modes</li> <li>Calculating the spread: Range</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Statistics: Data &amp; data types</b></p> <ul style="list-style-type: none"> <li>Line Graphs: Interpretation</li> <li>Sector graphs</li> <li>Creating a Sector Graph</li> <li>Sector Graph Angles</li> <li>Sector Graph Calculations</li> <li>Divided Bar Graphs</li> <li>Frequency Histograms</li> </ul> <p><b>Statistics: Analysis</b></p> <ul style="list-style-type: none"> <li>Mean</li> <li>Median</li> <li>Mode</li> <li>Data Extremes and Range</li> <li>Mean from Frequency Table</li> <li>Mode from Frequency Table</li> <li>Median from Frequency Table</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Statistics &amp; Data</b> LEVEL 5–7</p> <ul style="list-style-type: none"> <li>World rankings (DOK 3)</li> <li>Goals per game (DOK 3)</li> </ul> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Maintaining the mode (DOK 2)</li> <li>Mean one-upping (DOK 2)</li> <li>Creating the mode (DOK 2)</li> <li>Settling the score (DOK 2)</li> <li>Card combinations (DOK 2)</li> <li>Cards on the table (DOK 2)</li> <li>Zero average (DOK 2)</li> <li>How old are they? (DOK 2)</li> <li>London by night (DOK 2)</li> <li>Mediating changes (DOK 2)</li> <li>Mean and median clues help identify a new value (DOK 3)</li> <li>A mass of oranges (DOK 2)</li> </ul>	<p><b>(7-5) Data Representation</b></p> <ul style="list-style-type: none"> <li>Types of graphs 1 (pp 1–4, 6)</li> <li>Types of graphs 2 (pp 7–11)</li> <li>Types of graphs 3 (pp 12, 13)</li> <li>Collecting and analysing data (pp 22–27)</li> </ul>
<p><b>Week 4</b></p> <p><b>Communicate findings</b> <b>Critically analyse other investigations</b></p> <p>Communicate findings Identify misleading data</p>	<p>communicate findings in context to answer the investigative question, using evidence from analysis and comparing findings to initial conjectures or assertions and their existing knowledge of the world</p> <p>evaluate the findings of others to check if their claims or statements are supported by the data visualisations they use</p>	<p><b>SKILL QUESTS</b></p> <p><b>Statistics: Analysis</b></p> <ul style="list-style-type: none"> <li>Selecting data displays</li> </ul> <p><b>CHALLENGES</b></p> <p><b>Statistics &amp; Data</b> LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Event explorers (DOK 2)</li> </ul>	<p><b>(7-5) Data Representation</b></p> <ul style="list-style-type: none"> <li>Collecting and analysing data (p 28)</li> <li>Types of graphs 3 (p 15)</li> <li>Collecting and analysing data (pp 32–34)</li> </ul>

Week overview	Teaching sequence statements	Online activities	Ebooks	
<p><b>Week 5</b></p> <p><b>Estimate and measure time</b> <b>Convert between units of time</b></p> <p>Estimate and measure time Convert between units of time</p>	<p>estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units</p> <p>read, interpret, and use timetables and charts that present information about duration</p> <p>convert between units of time, and solve duration problems that involve fractions of time</p>	<p><b>SKILL QUESTS</b></p> <p><b>Time: Conversion</b></p> <ul style="list-style-type: none"> <li>Converting between units of time in fractions</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Speed, distance &amp; time</b></p> <ul style="list-style-type: none"> <li>Time Conversions: Whole Numbers 1</li> <li>Time Conversions: Whole Numbers 2</li> <li>Time Conversions: Simple Fractions</li> </ul>	<p><b>Y7-5 Time</b></p> <ul style="list-style-type: none"> <li>Telling time (pp 5–7)</li> <li>Calculating time (pp 11–12, 15)</li> <li>Time applications (pp 18–26)</li> </ul>	
<p><b>Week 6</b></p> <p><b>Timetables and charts and duration</b></p> <p>Interpret timetables and charts Solve duration problems</p>	<p>read, interpret, and use timetables and charts that present information about duration</p> <p>convert between units of time, and solve duration problems that involve fractions of time</p>	<p><b>SKILL QUESTS</b></p> <p><b>Time: Interpretation</b></p> <ul style="list-style-type: none"> <li>Using 12-hour &amp; 24-hour time</li> <li>Calculating different time zones using a map</li> <li>Reading timetables to solve problems</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Speed, distance &amp; time</b></p> <ul style="list-style-type: none"> <li>What Time Will it Be?</li> <li>Time Mentals</li> <li>Elapsed Time</li> </ul>	<p><b>CHALLENGES</b></p> <p><b>Measurement: Time</b></p> <p>LEVEL 5–7</p> <ul style="list-style-type: none"> <li>24-hour travel times (DOK 2)</li> </ul> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>What's the time in Tokyo? (DOK 2)</li> <li>What's the time in Ottawa? (DOK 2)</li> <li>International arrival times (DOK 2)</li> <li>Watching international football live (DOK 2)</li> <li>Watching international sport live (DOK 2)</li> </ul>	<p><b>Y7-5 Time</b></p> <ul style="list-style-type: none"> <li>Calculating time (pp 9–14)</li> <li>Timetables (pp 15–20)</li> </ul>
<p><b>Week 7</b></p> <p><b>Speed</b></p> <p>Investigate the relationship between speed, distance and time Calculate speed</p>	<p>find speed, given distance and time</p>	<p><b>SKILL QUESTS</b></p> <p><b>Rate: Speed</b></p> <ul style="list-style-type: none"> <li>Calculating speed given distance &amp; time</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Speed, distance &amp; time</b></p> <ul style="list-style-type: none"> <li>Average Speed</li> </ul>	<p><b>Y7-5 Length, Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>Scale and distance (pp 30, 31)</li> </ul>	
<p><b>Week 8</b></p> <p><b>Positions and pathways</b> <b>Transformations of 2D shapes</b></p> <p>Communicate positions and pathways using coordinates, angle measures and compass points Resize 2D shapes</p>	<p>interpret and communicate the location of positions and pathways using coordinates, angle measures, and the 8 main and halfway compass points (e.g., NE, which is 45° E from N)</p> <p>transform 2D shapes, including composite shapes, by resizing by a whole number or unit fraction</p>	<p><b>SKILL QUESTS</b></p> <p><b>Pathways</b></p> <ul style="list-style-type: none"> <li>Introducing the Cartesian coordinate system</li> <li>Using intercardinal compass directions</li> <li>Using angle measures in directions</li> </ul> <p><b>Spatial reasoning: Transformation</b></p> <ul style="list-style-type: none"> <li>Using the coordinate system to construct shapes</li> <li>Resizing 2D shapes</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Spatial reasoning &amp; pathways</b></p> <ul style="list-style-type: none"> <li>Map Coordinates</li> <li>Coordinate Meeting Place</li> <li>What Direction was That?</li> <li>Following Directions</li> <li>Scale Factor</li> </ul>	<p><b>CHALLENGES</b></p> <p><b>Geometry: Symmetry, Transformation &amp; Location</b></p> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Coordinates conundrum (DOK 3)</li> <li>Enlarging triangles (DOK 3)</li> </ul>	<p><b>Y7-5 Position</b></p> <ul style="list-style-type: none"> <li>Spatial orientation (pp 3–5)</li> <li>Coordinates (pp 6–12)</li> <li>Maps and scape (p 16)</li> </ul> <p><b>Y7-5 Geometry</b></p> <ul style="list-style-type: none"> <li>Transformation, tessellation and symmetry (pp 22–24)</li> </ul>
<p><b>Week 9</b></p> <p><b>Views of 3D shapes</b></p> <p>Plan views of 3D shapes</p>	<p>visualise, construct, and draw plan views for front, back, left, right, and top views of 3D shapes</p>	<p><b>SKILL QUESTS</b></p> <p><b>Spatial reasoning: Plan views</b></p> <ul style="list-style-type: none"> <li>Connecting prisms &amp; their plan views</li> <li>Connecting 3D objects &amp; their plan views</li> </ul> <p><b>ACTIVITIES (COURSES)</b></p> <p><b>Spatial reasoning &amp; pathways</b></p> <ul style="list-style-type: none"> <li>Relate Shapes and Solids</li> </ul>	<p><b>CHALLENGES</b></p> <p><b>Geometry: 3D Shapes</b></p> <p>LEVEL 6–8</p> <ul style="list-style-type: none"> <li>Altering faces (DOK 2)</li> <li>Identical faces (DOK 2)</li> <li>Identifying views on a solid (DOK 2)</li> <li>Recreating the view (DOK 2)</li> <li>The view from the top (DOK 2)</li> </ul>	<p><b>Y7-5 Position</b></p> <ul style="list-style-type: none"> <li>Spatial orientation (pp 1, 2)</li> </ul>