Scope & Sequence NSW Early Stage 1 Yearly overview

Mathletics

Learning sequence	Term one	Term two	Term three	Term four
LS 1	**Number and Algebra** **Measurement and Space**	**Number and Algebra** **Measurement and Space**	**Number and Algebra**	**Number and Algebra**
	Big idea: Attributes can be used to sort objects	**Big idea:** Equal means equivalent	**Big idea:** Collections of ten are really useful	**Big idea:** Attributes can be used to sort objects
	2D shapes	**Equivalence**	**Number review**	**Everyday operations**
	• Sort, describe and name familiar shapes including squares, rectangles, triangles and circles • Sort according to size and shape • Identify the number of objects	• Additive relations • Equivalence • Use the term "is the same as" to represent equal groups	Review: • Term 1, Learning Sequence 1 • Term 2, Learning Sequence 1	• Choosing which operation to use • Simple money problems
LS 2	**Number and Algebra**	**Number and Algebra** **Statistics and Probability**	**Number and Algebra**	**Number and Algebra** **Measurement and Space**
	Big idea: Patterns have something that repeats over and over and over again	**Big idea:** Equal means equivalent	**Big idea:** Collections of ten are really useful	**Big idea:** Attributes can be used to sort objects
	Patterns	**Equivalence**	**Number review**	**Everyday operations**
	Recognise: • number patterns • dice & domino patterns • different finger patterns for the same number	• Additive relations • Equivalence • Use the term "is the same as" to represent equal groups	Review: • Term 1, Learning Sequence 1 • Term 2, Learning Sequence 1	• Choosing which operation to use • Simple money problems
LS 3	**Number and Algebra** **Measurement and Space**	**Number and Algebra** **Measurement and Space**	**Number and Algebra**	**Number and Algebra** **Statistics and Probability**
	Big idea: What needs to be measured determines the unit of measurement	**Big idea:** What needs to be measured determines the unit of measurement	**Big idea:** Making and using equal groups	**Big idea:** Data is collected to solve problems
	Patterns	**Time**	**Forming groups**	**Displaying data**
	• Compare length informally (straight/curved lines) • Make closed shapes to compare area • Compare internal volume by filling and packing • Compare mass of objects (heavy/light) and by hefting	• Language of time • Read analogue clocks to the hour • Days of the week • Duration	• Form equal groups by sharing • Record grouping and sharing	• Data review: questions, collection, outcomes • Interpret data displays • Organise into simple data displays • Data collected over the week
LS 4	**Number and Algebra**	**Number and Algebra** **Statistics and Probability**	**Number and Algebra**	**Number and Algebra** **Measurement and Space**
	Big idea: Smaller numbers can be found hiding in bigger numbers	**Big idea:** Collections of objects can be changed by adding more (combining) or taking some away (separating)	**Big idea:** What needs to be measured determines the unit of measurement	**Big idea:** Objects can be sorted and classified in different ways
	Numbers to 30	**Addition and subtraction**	**Measuring length and area**	**3D shapes**
	• Connect numerals to quantities (subitise) • Use counting sequence of ones to at least 30 (forwards) and count backwards from 20 • Compare & order numbers to 20	• Model addition and subtraction within 10 • Part-whole relationships	• Measuring length and area informally	• Review of 2D shapes • Classify 3D shapes • Make 3D models
LS 5	**Number and Algebra**	**Number and Algebra** **Statistics and Probability**	**Number and Algebra**	**Number and Algebra** **Measurement and Space**
	Big idea: New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes	**Big idea:** Sometimes things move and change location	**Big idea:** A fraction (like one half) can mean half of a measure or half of a collection	**Big idea:** Problems can be solved and represented in different ways
	Extending shapes	**Position**	**Fractions**	**Problem solving**
	• Manipulate & represent shapes • Turn shapes to fit into spaces • Tessellations • Tracing around 3D objects to make 2D shapes	• Describe position and movement of oneself (left/right) • Position of object in relation to another (in/on, under/over, in front/behind) • Ordinal names	• Identify halves • Create half a length (2 equal parts) • Halfway, over halfway	• Using the 4 operations and time to solve contextual problems

Scope & Sequence NSW Early Stage 1 Outcome map

Mathletics

Outcomes	Focus	Content	Located
MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity	**Representing whole numbers**	Instantly name the number of objects within small collections	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
		Use the counting sequence of ones flexibly	
		Recognise number patterns	
MAE-RWN-02 reads numerals and represents whole numbers to at least 20	**Representing whole numbers**	Connect counting and numerals to quantities	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections	**Combining and separating quantities**	Model additive relations and compare quantities	Term 2 LS 1, 2, 3, 4 Term 3 LS 1, 2, 5 Term 4 LS 1, 3, 5
MAE-CSQ-02	**Combining and separating quantities**	Identify part–whole relationships in numbers up to 10	Term 1 LS 2, 4 Term 2 LS 1, 2, 3, 4 Term 3 LS 1, 2, 5 Term 4 LS 1, 3, 5
MAE-FG-01 recognises, describes and continues repeating patterns	**Forming groups**	Copy, continue and create patterns	Term 1 LS 2 Term 3 LS 2, 3
MAE-FG-02 forms equal groups by sharing and counting collections of objects	**Forming groups**	Investigate and form equal groups by sharing	Term 3 LS 3, 5 Term 4 LS 1, 5
		Record grouping and sharing	
MAE-GM-01 describes position and gives and follows simple directions	**Geometric measure**	Position: Describe position and movement of oneself	Term 2 LS 5
MAE-GM-02 describes and compares lengths	**Geometric measure**	Length: Use direct and indirect comparisons to decide which is longer	Term 1 LS 3 Term 2 LS 5 Term 3 LS 4
MAE-GM-03 identifies half the length and the halfway point	**Geometric measure**	Length: Create half a length	Term 3 LS 5

Outcomes	Focus	Content	Located
MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles	**Two-dimensional spatial structure**	2D shapes: Sort, describe and name familiar shapes	Term 1 LS 1, 5 Term 4 LS 4
		2D shapes: Represent shapes	
MAE-2DS-02 describes and compares areas of similar shapes	**Two-dimensional spatial structure**	Area: Identify and compare area	Term 1 LS 3 Term 3 LS 4 Term 4 LS 2
MAE-3DS-01 describes and compares areas of similar shapes	**Three-dimensional spatial structure**	3D objects: Explore familiar three-dimensional objects	Term 4 LS 4
MAE-3DS-02 describes and compares volumes	**Three-dimensional spatial structure**	Volume: Compare internal volume by filling and packing	Term 1 LS 3 Term 3 LS 4 Term 4 LS 2, 4
		Volume: Compare internal volume by filling and packing	
MAE-NSM-01 describes and compares the masses of objects	**Non-spatial measure**	Mass: Identify and compare mass using weight	Term 1 LS 3 Term 2 LS 1 Term 4 LS 2
MAE-NSM-02 sequences events and reads hour time on clocks	**Non-spatial measure**	Time: Compare and order the duration of events using the language of time	Term 4 LS 5
		Time: Connect days of the week to familiar events and actions	Term 4 LS 3
		Time: Tell time on the hour on analog and digital clocks	Term 2 LS 3 Term 4 LS 5
MAE-DATA-01 contributes to collecting data and interprets data displays made from objects	**Data**	Respond to questions, collect information and discuss possible outcomes of activities	Term 2 LS 2 Term 4 LS 3
		Organise objects into simple data displays and interpret the displays	

Scope & Sequence NSW Early Stage 1 Term 1

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 1 Attributes can be used to sort objects	**2D shapes**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-2DS-01** sorts, describes, names and makes two-dimensional shapes ...	**Representing whole numbers** **Two-dimensional spatial structure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • 2D shapes: Sort, describe and name familiar shapes • 2D shapes: Represent shapes	**2D SS: shape and area** • Collect Simple Shapes	**Year 1 Series A Space and Shape** • Everyday objects, circles, squares, rectangles, triangles pp 3–7 • Sides & corners p 8 • Sorting shapes pp 9–14
LS 2 Patterns have something that repeats over and over and over again	**Patterns**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-02** represents the relations between the parts that form the whole, with numbers up to 10 **MAE-FG-01** recognises, describes and continues repeating patterns	**Representing whole numbers** **Combining and separating quantities** **Forming groups**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Identify part–whole relationships in numbers up to 10 • Copy, continue and create patterns	**Representing whole numbers: count & compare** • Counting Forwards • Counting Backwards • Order Numbers to 10 • Order Numbers to 20	**Year 1 Series A Numbers and Patterns** • Repeating patterns pp 45–48, 52 • Number patterns pp 49–51 • Growing patterns pp 53–54
LS 3 What needs to be measured determines the unit of measurement	**Introduction to measurement**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-GM-02** describes and compares lengths **MAE-2DS-02** describes and compares areas of similar shapes **MAE-3DS-02** describes and compares volumes **MAE-NSM-01** describes and compares the masses of objects	**Representing whole numbers** **Geometric measure** **Two-dimensional spatial structure** **Non-spatial measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Length: Use direct and indirect comparisons to decide which is longer • Area: Identify and compare area • Volume: Compare internal volume by filling and packing • Volume: Compare volume by building • Mass: Identify and compare mass using weight		**Year 1 Series A Space and Shape** • Straight/curves lines pp 1–2 **Year 1 Series A Measurement** • Language of size pp 1–3 • Length pp 4–10 • Height pp 11–13 • Distance pp 14–15 • Mass pp 16–19 • Hefting pp 20–21 • Balance scales pp 22–23 • Volume pp 24–29 • Volume & capacity pp 30–35

Scope & Sequence NSW Early Stage 1 Term 1

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 4 Smaller numbers can be found hiding in bigger numbers	**Numbers to 30**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-02** represents the relations between the parts that form the whole, with numbers up to 10	**Representing whole numbers** **Combining and separating quantities**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Identify part–whole relationships in numbers up to 10	**Counting, comparing and ordering** • How Many? • Dot display • How Many Dots? • Count to 5 • Concept of zero • Counting Up to 20 • Counting Back Within 20 • Before, After and Between to 20 • 1 to 30 (Ordering) • Compare Numbers to 20 • 1st to 31st • Ordinal Numbers **Representing whole numbers: read & represent** • Matching numbers to 10 • Matching numbers to 20 • Making Teen Numbers • Reading Numbers to 30	**Year 1 Series A Space and Shape** • Everyday objects, circles, squares, rectangles, triangles pp 3–7 • Sides & corners p 8 • Sorting shapes pp 9–14
LS 5 New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes	**Extending shapes**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-2DS-01** sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles	**Representing whole numbers** **Two-dimensional spatial structure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • 2D shapes: Sort, describe and name familiar shapes • 2D shapes: Represent shapes	**Representing whole numbers: count & compare** • Counting Forwards • Counting Backwards • Order Numbers to 10 • Order Numbers to 20	**Year 1 Series A Numbers and Patterns** • Repeating patterns pp 45–48, 52 • Number patterns pp 49–51 • Growing patterns pp 53–54

Scope & Sequence NSW Early Stage 1 Term 2

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 1 Equal means equivalent	**Equivalence**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction by combining and separating, and comparing collections **MAE-CSQ-02** represents the relations between the parts that form the whole, with numbers up to 10 **MAE-NSM-01** describes and compares the masses of objects	**Representing whole numbers** **Combining and separating quantities** **Non-spatial measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Mass: Identify and compare mass using weight	**Combining and separating quantities: add sub** • More, less or the same to 10 • More, Less or the Same to 20	**Year 1 Series A Numbers and Patterns** • Equality pp 55–59 • Inequality p 60
LS 2 Data helps describe and wonder about the world	**Collecting data**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction by combining and separating, and comparing collections **MAE-CSQ-02** represents the relations between the parts that form the whole, with numbers up to 10 **MAE-DATA-01** contributes to collecting data and interprets data displays made from objects	**Representing whole numbers** **Combining and separating quantities** **Data**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Respond to questions, collect information and discuss possible outcomes of activities • Organise objects into simple data displays and interpret the displays		**Year 1 Series A Time, Money and Data** • Sorting data p 31 • Collecting and respresenting pp 32–36

Scope & Sequence NSW Early Stage 1 Term 2

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 3 What needs to be measured determines the unit of measurement	**Time**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction ... **MAE-CSQ-02** represents the relations between the parts that form the whole ... **MAE-NSM-02** sequences events and reads hour time on clocks	**Representing whole numbers** **Combining and separating quantities** **Non-spatial measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Time: Tell time on the hour on analog and digital clocks	**Non-spatial measure: mass and time** • Hour Times • Tell Time to the Hour (UK)	**Year 1 Series A Time, Money and Data** • Language of time pp 1–5, p 12 • Days of the week pp 6–10 • Seasons p 11 • O'clock times pp 13–17
LS 4 Collections of objects can be changed by adding more (combining) or taking some away (separating)	**Addition and subtraction**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction ... **MAE-CSQ-02** represents the relations between the parts that form the whole ...	**Representing whole numbers** **Combining and separating quantities**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10	**Combining and separating quantities: add sub** • Adding to 5 • Adding to make 5 and 10 • Model Addition • Adding to Ten • Model Subtraction • Subtracting From 5 • Subtracting from Ten	**Year 1 Series A Operations with Number** • Addition to 5 pp 1–7 • Addtion to 10 pp 8–14 • Counting on pp 15–20 • Subtraction to 5 pp 21–28 • Subtraction to 10 pp 29–32 • Counting back pp 33–36
LS 5 Sometimes things move and change location	**Position**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-GM-01** describes position and gives and follows simple directions **MAE-GM-02** describes and compares lengths	**Representing whole numbers** **Geometric measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Position: Describe position and movement of oneself • Length: Use direct and indirect comparisons to decide which is longer	**Position** • Where is it? • Left or Right?	**Year 1 Series A Shape and Space** • Language above/below, on/off ... pp 23–27 • Directions p 28

Scope & Sequence NSW Early Stage 1 Term 3

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 1 Collections of ten are really useful	**Number review**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction ... **MAE-CSQ-02** represents the relations between the parts that form the whole ...	**Representing whole numbers** **Combining and separating quantities**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10	**Review earlier content**	**Review earlier content**
LS 2 Patterns have something that repeats over and over and over	**Patterns continued**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction ... **MAE-CSQ-02** represents the relations between the parts that form the whole ... **MAE-FG-01** recognises, describes and continues repeating patterns	**Representing whole numbers** **Combining and separating quantities** **Forming groups**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Copy, continue and create patterns	**Groups and sharing** • Simple patterns • Colour patterns • Complete the Pattern • Missing it! • Pattern Error	
LS 3 Making and using equal groups	**Forming groups**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-FG-01** recognises, describes and continues repeating patterns **MAE-FG-02** forms equal groups by sharing and counting collections of objects	**Representing whole numbers** **Forming groups**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Copy, continue and create patterns • Investigate and form equal groups by sharing • Record grouping and sharing	**Groups and sharing** • Share the Treasure • Fill the jars • Groups • Divide into equal groups	**Year 1 Series A Operations with Number** • Groups & sharing pp 37–44

Scope & Sequence NSW Early Stage 1 Term 3

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 4 What needs to be measured determines the unit of measurement	**Measuring length and area**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-GM-02** describes and compares lengths **MAE-2DS-02** describes and compares areas of similar shapes **MAE-3DS-02** describes and compares volumes **MAE-NSM-01** describes and compares the masses of objects	**Representing whole numbers** **Geometric measure** **Two-dimensional spatial structure** **Three-dimensional spatial structure** **Non-spatial measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Length: Use direct and indirect comparisons to decide which is longer • Area: Identify and compare area • Volume: Compare internal volume by filling and packing • Volume: Compare volume by building • Mass: Identify and compare mass using weight	**Length** • Everyday Length • Comparing Length • Compare Length **2D shapes and area** • Biggest shape • Equal Areas	
LS 5 A fraction (like one half) can mean half of a collection, half of an object or half of a measure. A whole unit can be partitioned into smaller parts	**Fractions**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction by combining and separating, and comparing collections **MAE-CSQ-02** represents the relations between the parts that form the whole, with numbers up to 10 **MAE-FG-02** forms equal groups by sharing and counting collections of objects **MAE-GM-03** identifies half the length and the halfway point	**Representing whole numbers** **Combining and separating quantities** **Forming groups** **Geometric measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Investigate and form equal groups by sharing • Record grouping and sharing • Length: Create half a length	**Representing whole numbers: count & compare** • Counting Forwards • Counting Backwards • Order Numbers to 10 • Order Numbers to 20	**Year 1 Series A Numbers and Patterns** • Parts and wholes pp 37–38 • Halves p 39

Scope & Sequence NSW Early Stage 1 Term 4

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 1 There are many different situations where addition, subtraction, multiplication and division can be used	**Everyday operations**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations ... **MAE-CSQ-02** represents relations between parts ... **MAE-FG-02** forms equal groups by sharing ...	**Representing whole numbers** **Combining and separating quantities** **Forming groups**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Investigate and form equal groups by sharing • Record grouping and sharing		**Year 1 Series A Time, Money and Data** • Money pp 18–30
LS 2 What needs to be measured determines the unit of measurement	**Measuring volume and mass**	**MAE-RWN-01** ... whole numbers indicate quantity... **MAE-RWN-02** ... whole numbers to at least 20... **MAE-2DS-02** ... compares areas of similar shapes **MAE-3DS-02** describes and compares volumes **MAE-NSM-01** describes and compares the masses ...	**Representing whole numbers** **Two-dimensional spatial structure** **Three-dimensional spatial structure** **Non-spatial measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Area: Identify and compare area • Volume: Compare internal volume by filling and packing • Volume: Compare volume by building • Mass: Identify and compare mass using weight	**3D SS: objects and volume** • Comparing Volume • How Full? • Which Holds More? • Filling Fast! **Mass and time** • Balancing Act	
LS 3 Data is collected to solve problems	**Displaying data**	**MAE-RWN-01** ... whole numbers indicate quantity ... **MAE-RWN-02** ... whole numbers to at least 20 ... **MAE-CSQ-01** reasons about number relations... **MAE-CSQ-02** represents the relations between the parts that form the whole ... **MAE-NSM-02** sequences events and reads hour time on clocks **MAE-DATA-01** contributes to collecting data and interprets data displays ...	**Representing whole numbers** **Combining and separating quantities** **Non-spatial measure** **Data**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Time: Connect days of the week to familiar events and actions • Respond to questions, collect information and discuss possible outcomes of activities • Organise objects into simple data displays and interpret the displays	**Non-spatial measure: mass and time** • Days of the Week • Days: After and Before • Weekdays and Weekends • Tomorrow and Yesterday (Scaffolded) • Tomorrow and Yesterday (without scaffold) • Balancing Act	**Year 1 Series A Time, Money and Data** • Interpreting & analysing data pp 37–39

Scope & Sequence NSW Early Stage 1 Term 4

Mathletics

Learning sequence & big idea	Topic	Outcomes	Focus	Content	Course Topic & Activities: NSW New Syllabus (2023) ES1	Ebooks
LS 4 Objects can be sorted and classified in different ways	**3D shapes**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-2DS-01** sorts, describes, names and makes two-dimensional shapes ... **MAE-3DS-01** describes and compares areas of similar shapes **MAE-3DS-02** describes and compares volumes	**Representing whole numbers** **Two-dimensional spatial structure** **Three-dimensional spatial structure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • 2D shapes: Sort, describe and name familiar shapes • 2D shapes: Represent shapes • 3D objects: Explore familiar three-dimensional objects • Volume: Compare internal volume by filling and packing • Volume: Compare volume by building	**3D SS: objects and volume** • Same and Different • Match the Solid 1	**Year 1 Series A Shape and Space** • Language pp 15–17 • Everyday objects pp 18–22
LS 5 Problems can be solved and represented in different ways	**Problem solving**	**MAE-RWN-01** demonstrates an understanding of how whole numbers indicate quantity **MAE-RWN-02** reads numerals and represents whole numbers to at least 20 **MAE-CSQ-01** reasons about number relations to model addition and subtraction... **MAE-CSQ-02** represents the relations between the parts that form the whole ... **MAE-FG-02** forms equal groups by sharing and counting collections of objects **MAE-NSM-02** sequences events and reads hour time on clocks	**Representing whole numbers** **Combining and separating quantities** **Forming groups** **Non-spatial measure**	• Instantly name the number of objects within small collections • Use the counting sequence of ones flexibly • Recognise number patterns • Connect counting and numerals to quantities • Model additive relations and compare quantities • Identify part–whole relationships in numbers up to 10 • Investigate and form equal groups by sharing • Record grouping and sharing • Time: Compare and order the duration of events using the language of time • Time: Tell time on the hour on analog and digital clocks	**Combining and separating quantities: add sub** • Adding to 10 Word Problems	