Scope & Sequence NSW Stage 1 (B) Yearly overview

Mathletics

Learning sequence	Term one	Term two	Term three	Term four
LS 1	**Number and Algebra**	**Number and Algebra**	**Number and Algebra**	**Number and Algebra**
	Big idea: Collections of ten are really useful	**Big idea:** Equal means equivalent	**Big idea:** Collections of ten are really useful	**Big idea:** There are many different situations where addition, subtraction, multiplication and division can be used
	Numbers to 1000	**Additive relations**	**Number review**	**Everyday operations and money**
	• Place value to 1000 • Comparing and ordering 3-digit numbers	• Number bonds to 20 • Addition and subtraction fact families • Commutative property for addition • Equivalence	Review: • Term 1, Learning Sequence 1 • Term 2, Learning Sequence 1	• Everyday operations: addition, subtraction, multiplication and division • Word problems: addition and subtraction
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:** Data helps describe and wonder about the world	**Big idea:** Patterns have something that repeats over and over and over again	**Big idea:** What needs to be measured determines the unit of measurement
	Patterns	**Data**	**Multiplicative patterns**	**Length and mass**
	• Counting patterns • Increasing and decreasing patterns • Shape patterns	• Posing questions • Data representations: tables, lists, picture graphs • Interpreting data	• Skip counting patterns	• Measuring length using formal units • Comparing mass
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
	Comparing measurements: length, area & volume (capacity)	**Time**	**Multiplication and division**	**Chance (and data review)**
	• Comparing measurements: length, area & volume (capacity)	• Duration of events • Tell time to the half and quarter hour	• Multiplication turnarounds • Multiplication models • Dividing 2, 3, 4, 5 and 10's"	Review: • Term 2, Learning Sequence 2
LS 4	**Number and Algebra**	**Number and Algebra**	**Number and Algebra** **Measurement and Space**	**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
	Partitioning & adding 3-digit numbers	**Addition and subtraction**	**Area and volume**	**3D objects**
	• Partitioning 3-digit numbers • Rounding to nearest 100	• Addition and subtraction as inverse operations • Using place value to add and subtract	• Comparing areas (review) • Comparing and measuring volumes	• Name and sort 3D objects • Identify faces, edges and vertices
LS 5	**Measurement and Space**	**Measurement and Space**	**Number and Algebra** **Measurement and Space**	**Number and Algebra**
	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 collection, half of an object or half of a measure. A whole unit can be partitioned into smaller parts	**Big idea:** Problems can be solved and represented in different ways
	Building up shapes	**Position**	**Fractions**	**Problem solving**
	• 2D Shapes Review • Composite 2D shapes • Building up 3D objects	• Interpret simple maps • Following directions	• Doubling and halving • Model halves, quarters and eighths	• Word problems with multiplication and division • Describe duration of time

Scope & Sequence NSW Stage 1 (B) Outcome map

Mathletics

Outcomes	Focus	Content	Located
MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two-and three-digit numbers	**Representing whole numbers B**	Use counting sequences of ones and tens flexibly	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
MA1-RWN-02 reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values	**Representing whole numbers B**	Form, regroup, and rename three-digit numbers	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
MA1-CSQ-01 uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning	**Combining and separating quantities B**	Represent and reason about additive relations	Term 1 LS 1, 2 Term 2 LS 1, 4 Term 3 LS 1 Term 4 LS 1
		Form multiples of ten when adding and subtracting two-digit numbers	Term 2 LS 4 Term 3 LS 1 Term 4 LS 1
		Use knowledge of equality to solve related problems	Term 1 LS 1, 2 Term 2 LS 4 Term 3 LS 1 Term 4 LS 1
MA1-FG-01 uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems	**Forming groups B**	Represent and explain multiplication as the combining of equal groups	Term 1 LS 2 Term 2 LS 4 Term 3 LS 2, 3, 4 Term 4 LS 1
		Model doubling and halving with fractions	Term 2 LS 3 Term 3 LS 5 Term 4 LS 1
		Represent multiplication and division problems	Term 2 LS 4 Term 3 LS 3 Term 4 LS 1, 5
MA1-GM-01 represents and describes the positions of objects in familiar locations	**Geometric measure B**	Position: Explore simple maps of familiar locations	Term 2 LS 5
MA1-GM-02 measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres	**Geometric measure B**	Length: Compare and order lengths, using appropriate uniform informal units	Term 1 LS 3 Term 4 LS 2
		Length: Recognise and use formal units to measure the lengths of objects	Term 4 LS 2
MA1-GM-03 creates and recognises halves, quarters and eighths as part measures of a whole length	**Geometric measure B**	Length: Subdivide lengths to find halves and quarters	Term 3 LS 5

Outcomes	Focus	Content	Located
MA1-2DS-01 recognises, describes and represents shapes including quadrilaterals and other common polygons	**Two-dimensional spatial structure B**	2D shapes: Represent, combine and separate two-dimensional shapes	Term 1 LS 2
		2D shapes: Identify and describe the orientation of shapes using quarter turns	Term 2 LS 5
MA1-2DS-02 measures and compares areas using uniform informal units in rows and columns	**Two-dimensional spatial structure B**	Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns	Term 1 LS 3 Term 3 LS 4
MA1-3DS-01 recognises, describes and represents familiar three-dimensional objects	**Three-dimensional spatial structure B**	3D objects: Describe the features of three-dimensional objects	Term 1 LS 5 Term 4 LS 4
MA1-3DS-02 measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units	**Three-dimensional spatial structure B**	Volume: Compare containers based on internal volume (capacity) by filling and packing	Term 1 LS 3 Term 3 LS 4 Term 4 LS 4
		Volume: Compare volumes using uniform informal units	Term 3 LS 4 Term 4 LS 4
MA1-NSM-01 measures, records, compares and estimates the masses of objects using uniform informal units	**Non-spatial measure B**	Mass: Compare the masses of objects using an equal-arm balance	Term 4 LS 2
MA1-NSM-02 describes, compares and orders durations of events, and reads half- and quarter-hour time	**Non-spatial measure B**	Time: Describe duration using units of time	Term 2 LS 3 Term 4 LS 5
		Time: Tell time to the quarter-hour using the language of 'past' and 'to'	Term 2 LS 3
MA1-DATA-01 gathers and organises data, displays data in lists, tables and picture graphs	**Data B**	Identify a question of interest and gather relevant data	Term 2 LS 2 Term 4 LS 3
MA1-DATA-02 reasons about representations of data to describe and interpret the results	**Data B**	Create displays of data and interpret them	Term 2 LS 2 Term 4 LS 3
MA1-CHAN-01 recognises and describes the element of chance in everyday events	**Chance B**	Identify and describe activities that involve chance	Term 4 LS 3

Scope & Sequence NSW Stage 1 (B) Term 1

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Collections of ten are really useful **Topic** Numbers to 1000	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ...	**Representing whole numbers B** **Combining and separating quantities B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and reason about additive relations • Use knowledge of equality to solve related problems	**Representing whole numbers (B)** • Nearest 10? • Smallest and largest numbers • 1 More, 10 Less	**Read & write 3-digit numbers** • Reading & representing 3-digit numbers **Place value of 3-digit numbers** • Identifying digit values in 3-digit numbers **Compare & order numbers to 1000** • Comparing & ordering numbers to 1000 **Whole numbers to 1000 counting in ones** • Counting in ones to 1000 • Identifying numbers before & after up to 1000 **Count in tens to 1000** • Counting in tens with 2- & 3-digit numbers • Finding numbers 10 before & 10 after up to 1000 **Round to the nearest 100** • Rounding numbers up to 1000 to the nearest 100	**Number & Algebra, Whole Number 2-4** • Swap the numbers, DOK 2	**Year 3 Series C Numbers** • 2 digit revision pp 1–3 • Numbers to 999 pp 4–18 • Skip counting by 10s off decade p 43
LS 2 **Big idea** Patterns have something that repeats over and over and over again **Topic** Patterns	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ... **MA1-2DS-01** recognises, describes and represents shapes including ...	**Representing whole numbers B** **Combining and separating quantities B** **Forming groups B** **Two-dimensional spatial structure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and reason about additive relations • Use knowledge of equality to solve related problems • Represent and explain multiplication as the combining of equal groups • 2D shapes: Represent, combine and separate two-dimensional shapes	**2D spatial structure: 2D shape (A/B)** • Simple Patterns • Complete the Pattern			**Year 2 Series B Patterns and Relationships** • Patterns pp 1–16 **Year 3 Series C Patterns and Relationships** • Patterns pp 1–8, 12–13

Scope & Sequence NSW Stage 1 (B) Term 1

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 3 **Big idea** What needs to be measured determines the unit of measurement **Topic** Comparing measurements	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-GM-02** measures, records, compares and estimates lengths and distances ... **MA1-2DS-02** measures and compares areas using uniform ... **MA1-3DS-02** measures, records, compares and estimates internal volumes ...	**Representing whole numbers B** **Geometric measure B** **Two-dimensional spatial structure B** **Three-dimensional spatial structure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Length: Compare and order lengths, using appropriate uniform informal units • Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns • Volume: Compare containers based on internal volume (capacity) by filling and packing	**3D spatial structure: volume (A/B)** • How Full? • Which Holds More? • Filling Fast!	**Compare lengths - informal units** • Comparing & ordering lengths using informal units **Compare & order volume & capacity** • Compare & order volume/capacity (informal units)	**Number & Algebra, Whole Number 2-4** • Swap the numbers, DOK 2	**Year 2 Series B Measurement** • Length pp 1–14 • Capacity pp 26–33 **Year 3 Series C Measurement** • Length pp 1–4
LS 4 **Big idea** Smaller numbers can be found hiding in bigger numbers **Topic** Partitioning 3-digit numbers	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ...	**Representing whole numbers B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers	**Representing whole numbers (B)** • Count by Tens • Nearest 10? • Nearest 100? • Place Value 2 • Partition and Rename 1 • Place Value Partitioning • Smallest and Largest numbers	**Count in 100s, 10s, 1s** • Counting in hundreds, tens & ones **Partition 3-digit numbers** • Partitioning 3-digit numbers • Partitioning 3-digit numbers (non-standard)		**Year 3 Series C Numbers** • Place value to 999 pp 19–32
LS 5 **Big idea** New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes **Topic** Building up shapes	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-3DS-01** recognises, describes and represents familiar 3D objects ...	**Representing whole numbers B** **Three-dimensional spatial structure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • 3D objects: Describe the features of three-dimensional objects"	**3D spatial structure: properties (B)** • How many Edges? • How many Vertices? • Faces, Edges and Vertices • Faces, Edges, and Vertices 1	**3D objects** • Comparing 2D shapes & 3D objects		**Year 2 Series B Space and Shape** • 2D shapes REVIEW pp 1–12 • Composite shapes pp 13–14 • 3D shapes pp 19–30 **Year 3 Series C Space and Shape** • pp 18–24

Scope & Sequence NSW Stage 1 (B) Term 2

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Equal means equivalent **Topic** Additive relations	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ...	**Representing whole numbers B** **Combining and separating quantities B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and reason about additive relations	**Combine and separate quantities (B)** • All about Twenty • Related Facts 1 • Balance Numbers to 20 • Adding In Any Order • Fact Families: Add and Subtract	**Additive relations** • Model & record combinations that make 11 – 20 • Finding fact families for addition & subtraction • Commutative property for addition **Use equality to solve problems** • Determining a missing number • Recognising equality to 18	**Number & Algebra, Addition & Subtraction 2-4** • The key to adding, DOK 2	**Year 2 Series B Patterns and Relationships** • Equivalence pp 17–21 • Addition combinations pp 22–30 **Year 3 Series C Operations with Numbers** • Revising basic addition number facts pp 1–4 • Subtraction facts to 10 revision pp 26–27 • Relating addition and subtraction pp 32–35
LS 2 **Big idea** Data helps describe and wonder about the world **Topic** Data	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ... **MA1-DATA-01** gathers and organises data, displays data in lists, tables ... **MA1-DATA-02** reasons about representations of data to describe and interpret ...	**Representing whole numbers B** **Data**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Identify a question of interest and gather relevant data • Create displays of data and interpret them	**Data: collect & interpret data (A/B)** • Tallies • Read Graphs • Picture Graphs: Who has the Goods? • Making Picture Graphs: With Scale • Picture Graphs: More or Less • Picture Graphs: Single-Unit Scale	**Use tables & lists** • Representing & reading data in tables or lists **Create & interpret data displays** • Using a tally chart, table or picture graph	**Statistics & data 2-4** • Pampered pets, DOK 2	**Year 2 Series B Chance and Data** • Data pp 7–11 • Collecting & representing data pp 12–17 **Year 3 Series C Chance and Data** • Tallies p 6 • Collecting & representing Data pp 9–14
LS 3 **Big idea** What needs to be measured determines the unit of measurement **Topic** Time	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ... **MA1-NSM-02** describes, compares and orders durations of events ...	**Representing whole numbers B** **Forming groups B** **Non-spatial measure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Model doubling and halving with fractions • Time: Describe duration using units of time • Time: Tell time to the quarter-hour using the language of 'past' and 'to'	**Non-spatial measure: Duration (A/B)** • Months of the Year • Months After and Before • Using a Calendar • Seasons (AU/NZ) • Hour Times • Half Hour Times • Tell Time to the Hour (UK) • Tell Time to the Half Hour (UK)	**Time – calendars** • Using calendars to solve simple problems **Time – formal units** • Choosing appropriate units of time • Using hours to measure time • Using hours to measure time • Using seconds to measure time • Comparing hours, minutes & seconds **Tell time - half & quarter hours** • Telling time to the half & quarter hour		**Year 3 Series C Measurement** • Volume and Capacity pp 22–28 **Year 2 Series B Time and Money** • Time pp 1–10 • Analogue clocks pp 11–18 **Year 3 Series C Time and Money** • Time pp 1–10 • O'clock p 14 • Half past pp 15–19 • Quarter past pp 20–21 • Quarter to pp 22–23

Scope & Sequence NSW Stage 1 (B) Term 2

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 4 **Big idea** Collections of objects can be changed by adding more (combining) or taking some away (separating) **Topic** Addition and subtraction	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ...	**Representing whole numbers B** **Combining and separating quantities B** **Forming groups B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and reason about additive relations • Form multiples of ten when adding and subtracting two-digit numbers • Use knowledge of equality to solve related problems • Represent and explain multiplication as the combining of equal groups • Represent multiplication and division problems	**Combine and separate quantities (B)** • Addictive Addition • Subtraction Facts to 18 • Subtract Tens • 10 More, 10 Less • Doubles and Halves to 20 • More, Less or the Same to 2	**Add & subtract 2-digit numbers** • Using the bar model within 20 • Adding 2-digit & 1-digit numbers • Using mental strategies to add & subtract (to 100) • Adding & subtracting tens from a 2-digit number • Introducing place value to add & subtract (to 200) • Using place value to add & subtract (to 200) • Using place value (no models) to add & subtract • Using place value to add (crossing a 10) • Subtracting using addition	**Number & Algebra, Addition & Subtraction, 2-4** • Make 200, DOK 3 • Calculate through this maze (3 digit numbers), DOK 3	**Year 3 Series C Operations with Numbers** • Counting on pp 5–8 • Using numbers lines p 9 • Doubling & near doubles pp 10–16 • Bridging to 10 pp 17–18 • Counting on and counting back pp 28–31 • Difference pp 36–40 • Subtracting 2-digit numbers p 41 • Jump strategy pp 42–43, 48
LS 5 **Big idea** Sometimes things move and change location **Topic** Position	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-GM-01** represents and describes the positions of objects in familiar ... **MA1-2DS-01** recognises, describes and represents shapes including ...	**Representing whole numbers B** **Geometric measure B** **Two-dimensional spatial structure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Position: Explore simple maps of familiar locations • 2D shapes: Identify and describe the orientation of shapes using quarter turns	**2D spatial structure: 2D shape (A/B)** • Flip, Slide, Turn	**Position with maps** • Reading simple maps • Following a path		**Year 2 Series B Space and Shape** • Position pp 31–38 **Year 3 Series C Space and Shape** • Describing position pp 30–37

Scope & Sequence NSW Stage 1 (B) Term 3

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Collections of ten are really useful **Topic** Number review	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ...	**Representing whole numbers B** **Combining and separating quantities B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and reason about additive relations • Form multiples of ten when adding and subtracting two-digit numbers • Use knowledge of equality to solve related problems	**Review earlier content**	**Review earlier content**	**Review earlier content**	**Review earlier content**
LS 2 **Big idea** Patterns have something that repeats over and over and over again **Topic** Multiplicative patterns	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ...	**Representing whole numbers B** **Forming groups B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and explain multiplication as the combining of equal groups	**Review earlier content**	**Review earlier content**	**Number & Algebra, Muliplication & Division 2-4** • Trading card count, DOK 3 • How many stickers? DOK 3	**Year 2 Series B Patterns and Relationships** • Patterns and rules - growing patterns pp 12-16
LS 3 **Big idea** Making and using equal groups **Topic** Multiplciation and divison	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ...	**Representing whole numbers B** **Forming groups B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and explain multiplication as the combining of equal groups • Represent multiplication and division problems	**Forming groups (B)** • Multiplication Turnarounds • Dividing Twos • Dividing Fives • Dividing Tens • Dividing Threes • Dividing Fours • Model multiplication to 5 × 5 • Multiplication Arrays • Arrays 1	**Multiplication as equal groups** • Adding to multiply • Using the commutative property of multiplication **Multiply & divide using equal groups** • Dividing by sharing & grouping • Using repeated subtraction to divide • Solving simple multiplication problems (2, 5, 10x)		**Year 3 Series C Four Times as Big** **Year 3 Series C Operations with Numbers** • Equal groups pp 49–61 • Sharing pp 67–74 • Relating multiplication and division pp 75–78

Scope & Sequence NSW Stage 1 (B) Term 3

Mathletics

NSW New Syllabus (2023) Stage 02

LS & Topic	Outcomes	Focus	Content	Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 4 **Big idea** What needs to be measured determines the unit of measurement **Topic** Area and volume	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ... **MA1-2DS-02** measures and compares areas using uniform ... **MA1-3DS-02** measures, records, compares and estimates internal volumes ...	**Representing whole numbers B** **Forming groups B** **Two-dimensional spatial structure B** **Three-dimensional spatial structure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and explain multiplication as the combining of equal groups • Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns • Volume: Compare containers based on internal volume (capacity) by filling and packing • Volume: Compare volumes using uniform informal units	**2D spatial structure: 2D shape (A/B)** • Area of Shapes **3D spatial structure: volume (A/B)** • How many Blocks? • Comparing Volume	**Measure area** • Measuring & estimating area using square units **Measure volume & capacity** • Measuring volume & capacity (informal units) **Compare & order volume & capacity** • Comparing & ordering volume using blocks	**Measurement, Area 2–4** • Rectangles of equal area, DOK 3	
LS 5 **Big idea** 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 **Topic** Fractions	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ... **MA1-GM-03** creates and recognises halves, quarters and eighths as part ...	**Representing whole numbers B** **Forming groups B** **Geometric measure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Model doubling and halving with fractions • Length: Repeatedly halve lengths to form eighths		**Halves, quarters & eighths** • Exploring the meaning of fraction symbols • Finding quarters of sets or shapes (no symbols) • Finding quarters of sets or shapes (symbols) • Finding halves & quarters (no symbols) • Finding halves & quarters (symbols) • Finding eighths of objects or shapes • Finding halves, quarters & eighths of shapes • Relating eighths to repeated halving	**Number & Algebra, Fractions 2–4** • Monstrous proportions, DOK 2	**Year 3 Series C Operations with Numbers** • Relating division and fractions p 79

Scope & Sequence NSW Stage 1 (B) Term 4

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** There are many different situations where addition, subtraction, multiplication and division can be used **Topic** Everyday operations & money	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ...	**Representing whole numbers B** **Combining and separating quantities B** **Forming groups B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent and reason about additive relations • Form multiples of ten when adding and subtracting two-digit numbers • Use knowledge of equality to solve related problems • Represent and explain multiplication as the combining of equal groups • Model doubling and halving with fractions • Represent multiplication and division problems	**Combine and separate quantities (B)** • Add and Subtract Problems	**Whole number – money** • Counting & ordering Australian notes & coins **Add & subtract 2-digit numbers** • Solving word problems with start or change unknown		**Year 2 Series B Time and Money** • Money pp 20–35
LS 2 **Big idea** What needs to be measured determines the unit of measurement **Topic** Length and mass	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-GM-02** measures, records, compares and estimates lengths and distances ... **MA1-NSM-01** measures, records, compares and estimates the masses ...	**Representing whole numbers B** **Geometric measure B** **Non-spatial measure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Length: Compare and order lengths, using appropriate uniform informal units • Length: Recognise and use formal units to measure the lengths of objects • Mass: Compare the masses of objects using an equal-arm balance	**Geometric measure: length (A/B)** • Measuring Length	**Measure using formal units** • Introducing formal units for length (m) • Measuring using formal units for length (cm) **Compare & order mass** • Comparing & ordering mass using informal units		**Year 2 Series B Measurement** • Mass pp 15–25
LS 3 **Big idea** Data is collected to solve problems **Topic** Chance (and data review)	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-DATA-01** gathers and organises data, displays data in lists, tables ... **MA1-DATA-02** reasons about representations of data to describe and interpret ... **MA1-CHAN-01** recognises and describes the element of chance in everyday ...	**Representing whole numbers B** **Data B** **Chance A**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Identify a question of interest and gather relevant data • Create displays of data and interpret them • Identify and describe activities that involve chance	**Chance (A/B)** • Will it Happen? • Most Likely and Least Likely	**Chance - basic language** • Using basic probability language	**Chance & Probability 2-4** • Selective sleepover, DOK 3 • Matt's day, DOK 3 • Everyday events, DOK 3	**Year 2 Series B Chance and Data** • Analysing data pp 18–21 • Chance pp 1–6 **Year 3 Series C Chance and Data** • Chance pp 1–3

Scope & Sequence NSW Stage 1 (B) Term 4

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 02 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 4 **Big idea** Objects can be sorted and classified in different ways **Topic** 3D objects	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-CSQ-01** uses number bonds and the relationship between addition ... **MA1-FG-01** uses the structure of equal groups to solve multiplication ...	**Representing whole numbers B** **Three-dimensional spatial structure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • 3D objects: Describe the features of three-dimensional objects • Volume: Compare containers based on internal volume (capacity) by filling and packing • Volume: Compare volumes using uniform informal units	**3D spatial structure: properties (B)** • How many Edges? • How many Vertices? • Faces, Edges and Vertices • Faces, Edges, and Vertices 1	**3D objects** • Identifying faces, edges & vertices on 3D objects • Describing & sorting 3D objects	**Geometry, 3D Shapes 2-4** • Shape sums, DOK 3	
LS 5 **Big idea** Problems can be solved and represented in different ways **Topic** Problem solving	**MA1-RWN-01** applies an understanding of place value and the role of zero ... **MA1-RWN-02** reasons about representations of whole numbers to 1000 ... **MA1-3DS-01** recognises, describes and represents familiar 3D objects ... **MA1-3DS-02** measures, records, compares and estimates internal volumes ...	**Representing whole numbers B** **Forming groups B** **Non-spatial measure B**	• Use counting sequences of ones and tens flexibly • Form, regroup, and rename three-digit numbers • Represent multiplication and division problems • Time: Describe duration using units of time	**Teacher directed**	**Teacher directed**		**Year 3 Series C Operations with Numbers** • Multiplication pp 65–66