Scope & Sequence NSW Stage 1 (A) Yearly overview

Mathletics

Learning sequence	Term one	Term two	Term three	Term four
LS 1	**Number and Algebra**	**Number and Algebra** **Measurement and Space**	**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 120	**Equivalence**	**Number review**	**Everyday operations**
	• Review of representing numbers 1-20 • Count forwards and backwards to 120 • Skip counting in 10s • Round to the nearest 10	• Commutative property for addition • Exploring equality and inequality • Families of facts • Simple equations	Review: • Term 1, Learning Sequence 1 • Term 2, Learning Sequence 1	• Addition, subtraction, multiplication and division • Money
LS 2	**Number and Algebra** **Measurement and Space**	**Number and Algebra** **Statistics and Probability**	**Number and Algebra** **Measurement and Space**	**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
	Simple patterns	**Chance and data**	**Patterns of 3 and 5**	**Measurement review**
	• Odd and even numbers • Counting by 2's • Skip counting in 2's • Shape patterns	• Asking questions • Gather data using tally Marks • Language of chance	• Review counting by 2s & 10s • Counting by 3 & 5 • Skip count in 3 & 5	Review: • Term 1, Learning Sequence 3 • Term 2, Learning Sequence 3 • Term 3, Learning Sequence 4
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 and time**	**Patterns of 3 and 5**	**Data**
	Use informal units to compare: • length, area, capacity and mass	• Measuring length • Time to the half-hour • Halves	• Grouping in 2, 3, 4, 5 and 10's • Sharing into equal groups • Volume	• Concrete materials and picture graphs • Interpret data displays • Time: months and seasons
LS 4	**Number and Algebra**	**Number and Algebra** **Measurement and Space**	**Number and Algebra** **Measurement and Space**	**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
	Place Value	**Addition and subtraction**	**Measuring using uniform units**	**3D shapes**
	• Number bonds to 10 • Place value to 100 • Partitioning 2-digit numbers • Number bonds to 10	Flexible addition and subtraction strategies: • count-by-one, doubles and near doubles, bridging	• Select appropriate units to measure • Use uniform informal measurements to measure length, area and capacity	• Connecting 2D shapes to 3D objects • Recognise 3D objects • Sort and describe 3D objects
LS 5	**Number and Algebra** **Measurement and Space**	**Number and Algebra** **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
	Shapes	**Position**	**Fractions**	**Problem solving with operations**
	• 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 Stage 1 (A) 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 A**	Use counting sequences of ones with two-digit numbers and beyond	Term 1 All LS Term 2 All LS Term 3 All LS Term 4 All LS
		Continue and create number patterns	
		Represent numbers on a line	
MA1-RWN-02 reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values	**Representing whole numbers A**	Represent the structure of groups of ten in whole 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 A**	Use advanced count-by-one strategies to solve addition and subtraction problems	Term 1 LS 4 Term 2 LS 2, 4 Term 4 LS 1
		Recognise and recall number bonds up to ten	Term 1 LS 4 Term 2 LS 1 Term 3 LS 1 Term 4 LS 1, 5
		Use flexible strategies to solve addition and subtraction problems	Term 1 LS 1, 4 Term 2 LS 1, 4 Term 3 LS 1 Term 4 LS 1, 5
		Represent equality	Term 1 LS 1 Term 2 LS 1, 4 Term 3 LS 1, 3 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 A**	Count in multiples using rhythmic and skip counting	Term 1 LS 2 Term 2 LS 4 Term 3 LS 2, 3 Term 4 LS 1
		Use skip counting patterns	Term 1 LS 2 Term 3 LS 2, 3 Term 4 LS 1
		Model and use equal groups of objects to represent multiplication	Term 1 LS 2 Term 2 LS 4 Term 3 LS 2, 3 Term 4 LS 1, 5
		Recognise and represent division	Term 3 LS 3, 5 Term 4 LS 1, 5
MA1-GM-01 represents and describes the positions of objects in familiar locations	**Geometric measure A**	Position: Follow directions to 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 A**	Length: Measure the lengths of objects using uniform informal units	Term 2 LS 3 Term 3 LS 4 Term 4 LS 2
		Length: Compare lengths using uniform informal units	Term 1 LS 3 Term 2 LS 3 Term 3 LS 4 Term 4 LS 2

Outcomes	Focus	Content	Located
MA1-GM-03 creates and recognises halves, quarters and eighths as part measures of a whole length	**Geometric measure A**	Length: Subdivide lengths to find halves and quarters	Term 3 LS 5
MA1-2DS-01 recognises, describes and represents shapes including quadrilaterals and other common polygons	**Two-dimensional spatial structure A**	2D shapes: Recognise and classify shapes using obvious features	Term 1 LS 2, 5 Term 4 LS 4
		2D shapes: Transform shapes with slides and reflections	Term 1 LS 5
MA1-2DS-02 measures and compares areas using uniform informal units in rows and columns	**Two-dimensional spatial structure A**	Area: Indirectly compare area	Term 1 LS 3
		Area: Measure areas using uniform informal units	Term 1 LS 3, 5 Term 3 LS 4 Term 4 LS 2
MA1-3DS-01 recognises, describes and represents familiar three-dimensional objects	**Three-dimensional spatial structure A**	3D objects: Recognise familiar three-dimensional objects	Term 1 LS 5 Term 3 LS 4 Term 4 LS 2, 4
		3D objects: Sort and describe 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 A**	Volume: Measure and compare the internal volumes (capacities) of containers by filling	Term 1 LS 3 Term 3 LS 4 Term 4 LS 2
		Volume: Measure the internal volume (capacity) of containers by packing	Term 3 LS 4 Term 4 LS 2
		Volume: Construct volumes using cubes	Term 3 LS 3
MA1-NSM-01 measures, records, compares and estimates the masses of objects using uniform informal units	**Non-spatial measure A**	Mass: Investigate mass using an equal-arm balance	Term 1 LS 3 Term 2 LS 1, 4
MA1-NSM-02 describes, compares and orders durations of events, and reads half- and quarter-hour time	**Non-spatial measure A**	Time: Name and order the cycle of months	Term 4 LS 3
MA1-DATA-01 gathers and organises data, displays data in lists, tables and picture graphs	**Data A**	Ask questions and gather data	Term 2 LS 2 Term 4 LS 3
		Represent data with objects and drawings and describe the displays	Term 2 LS 2 Term 4 LS 3
MA1-CHAN-01 recognises and describes the element of chance in everyday events	**Chance A**	Identify and describe possible outcomes	Term 2 LS 2

Scope & Sequence NSW Stage 1 (A) Term 1

Mathletics

NSW New Syllabus (2023) Stage 01

LS & Topic	Outcomes	Focus	Content	Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Collections of ten are really useful **Topic** Numbers to 120	**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 A** **Combining and separating quantities A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use flexible strategies to solve addition and subtraction problems • Represent equality	**Representing whole numbers (A)** • Concept of Zero • Matching Numbers to 10 • Matching Numbers to 20 • Before, After and Between to 20 • Before, After & Between to 100 • Ordinal Numbers • Arranging Numbers • Number Lines • Which is Bigger? • Which is Smaller? **Forming groups (A)** • Counting by Tens	**Count by ones to 100** • Counting forwards & backwards to 100 • Numbers before & after to 100 • Counting collections 0 to 100 **Count by ones to 200** • Finding numbers on number line to 200 **Identify ordinal numbers** • Identifying ordinal numbers up to 31st **Count in multiples of 2, 3, 5, 10** • Skip count by 10s **Compare & order numbers** • Comparing & ordering numbers to 100 **Round to nearest 10** • Rounding to the nearest 10 **Count collections by 10** • Counting collections by 10 **Additive relations** • Adding zero to a number (up to 20)		**Year 1 Series A Numbers and Patterns** • Read numerals 1-10 on pp 1–6, 10–14 • Numbers 1 to 5 pp 7–9 • Numbers to 10 pp 15–20 • Numbers to 20 pp 21–31 • Numbers to 30 pp 32–-36 • Ordinal numbers pp 41–44 **Year 1 Walking back and forth** **Year 2 Series B Numbers** • Numbers to 20 pp 1–13 • Numbers to 50 pp 14–22 • Numbers to 100 pp 23–28 • Skip counting by 10s pp 49–52 • Ordinal numbers pp 54–61 **Year 3 Series C Numbers** • Ordinal numbers pp 52–56 • Skip counting by 10s on decade pp 41–42 • Estimate pp 33–38 • Rounding to 10 p 39 **Year 3 Series C Operations with Numbers** • Multiplying by 10s p 62 **Year 2 Series B Operations with Number** • Addition make 10 pp 19–22
LS 2 **Big idea** Patterns have something that repeats over and over and over again **Topic** Simple 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 A** **Forming groups A** **Two-dimensional spatial structure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • 2D shapes: Recognise and classify shapes using obvious features	**Representing whole numbers (A)** • Going Up • Going Down • Odd or even **Forming groups (A)** • Counting by Twos • Grouping in Twos **2D spatial structure: 2D shape (A/B)** • Simple Patterns • Complete the pattern	**Number patterns** • Odd & even number patterns to 100 • Counting by 2s to 50 • Counting by 2s to 100 **Count in multiples of 2, 3, 5, 10** • Skip count by 2s **Two-dimensional shapes** • Patterns with shapes		**Year 1 Series A Numbers and Patterns** • Patterns pp 45–54 **Year 2 Series B Numbers** • Skip counting by 2s pp 44–46 • Skip counting odd and even numbers pp 47–48 **Year 2 Series B Patterns and Relationships** • Continuing patternsn pp 1–16 **Year 3 Series C Numbers** • Skip counting by 2s pp 44–45 • Skip counting odd and even numbers pp 50–51

Scope & Sequence NSW Stage 1 (A) Term 1

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 01 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 ... **MA1-NSM-01** measures, records, compares and estimates the masses ...	**Representing whole numbers A** **Geometric measure A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A** **Non-spatial measure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Length: Compare lengths using uniform informal units • Area: Indirectly compare area • Area: Measure areas using uniform informal units • Volume: Measure and compare the internal volumes (capacities) of containers by filling • Mass: Investigate mass using an equal-arm balance	**Non-spatial measure: Mass (A/B)** • Balancing Act • Everyday Mass	**Volume & capacity** • Exploring volume & capacity using informal units • Compare & order volume/capacity (informal units) **Mass** • Investigating mass with equal-arm balance		**Year 1 Series A Measurement** • Mass pp 16–23 • Volume & capacity pp 24–35 **Year 2 Series B Measurement** • Length pp 1–14 • Mass pp 15–25 • Volume & capacity pp 26–33
LS 4 **Big idea** Smaller numbers can be found hiding in bigger numbers **Topic** Place value	**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 A** **Combining and separating quantities A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use advanced count-by-one strategies to solve addition and subtraction problems • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality	**Representing whole numbers: place value (A)** • Making Teen Numbers • Making Numbers Count • Making Big Numbers Count • Place Value 1 • Repartition Two-digit Numbers • 1 More, 2 Less • Model Numbers **Combine and separate quantities up to 10 (A)** • All about Ten	**Place value of 2-digit numbers** • Identifying place value up to 2 digits • Solving problems using place value up to 2 digits • Model, read, write & count 2-digit numbers **Partition 2-digit numbers** • Partitioning 2-digit numbers • Partitioning 2-digit numbers (non-standard) **Addition & subtraction to 10** • Recognising & recalling bonds to 10		**Year 2 Series B Numbers** • Place value to 99 pp 29–41
LS 5 **Big idea** New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes **Topic** 2D 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 ... **MA1-2DS-01** recognises, describes and represents shapes including ... **MA1-2DS-02** measures and compares areas using uniform ... **MA1-3DS-01** recognises, describes and represents familiar 3D objects ...	**Representing whole numbers A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • 2D shapes: Recognise and classify shapes using obvious features • 2D shapes: Transform shapes with slides and reflections • Area: Measure areas using uniform informal units • 3D objects: Recognise familiar three-dimensional objects • 3D objects: Sort and describe three-dimensional objects	**2D spatial structure: 2D shape (A/B)** • Shapes • Flip, Slide, Turn • Symmetry	**Two-dimensional shapes** • Regular & irregular triangles • Sorting quadrilaterals from other 2D shapes • Identifying, sorting & naming octagons • Identifying, sorting & naming pentagons • Identifying, sorting & naming hexagons • Identifying & naming simple 2D shapes • Comparing, describing & sorting simple 2D shapes • Representing & describing regular polygons **Slides, flips & reflections** • Translations of shapes • Recognising line symmetry		**Year 1 Series A Space and Shape** Review: • Straight/curved lines p 1 • Closed/open p 2 • 2D shapes pp 3–14 **Year 2 Series B Space and Shape** • Shapes p 1–14 • Symmetry pp 15–16 • Flip, Slide & turn pp 17–18 **Year 3 Series C Space and Shape** • Sorting 2D shapes pp 6–14 • Tessellation pp 15–16 • Symmetry p 17

Scope & Sequence NSW Stage 1 (A) Term 2

Mathletics

NSW New Syllabus (2023) Stage 01

LS & Topic	Outcomes	Focus	Content	Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 1 **Big idea** Equal means equivalent **Topic** Equivalence	**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-NSM-01** measures, records, compares and estimates the masses ...	**Representing whole numbers A** **Combining and separating quantities A** **Non-spatial measure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality • Mass: Investigate mass using an equal-arm balance"	**Combine and separate quantities up to 10 (A)** • Model Addition • Adding to Make 5 and 10 • Adding to 5 • Adding to Ten • Addition Facts • Model Subtraction • Subtracting From 5 • Subtracting from Ten • Adding to 10 Word Problems • Balance Numbers to 10 • More, Less or the Same to 10	**Addition & subtraction to 10** • Modelling & recording combinations that make 5 – 9 **Explore equality & inequality to 20** • Exploring equality & inequality to 10 • Explore equality & inequality to 20 • Finding fact families for addition & subtraction • Introducing the commutative property of addition		**Year 1 Operations with Number Series A** • Addition to 5 pp 1–7 • Addition to 10 pp 8–20 • Subtraction to 5 pp 21–28 • Subtraction to 10 pp 29–36 **Year 2 Operations with Number Series B** • Addition /counting on to 20 pp 1–8 • Addition on number line pp 9–10 • Missing addends pp 12–14 • Subtraction pp 25–28 • Counting back & counting on pp 29–31 • Find the difference p 32 • Subtraction facts to 10 p 39 • Subtraction facts to 15 p 40 • Addition and subtraction counting on 20–50 pp 45–46 • Addition and subtraction to 10 (explore) pp 47–52 • Addition turnarounds pp 23–24 • Relating addition and subtraction pp 35–37 • Addition and subtraction fact families pp 41–44 **Year 1 Numbers and Patterns Series A** • Equality pp 55–60 **Year 2 Patterns and Relationships Series B** • Equivalence pp 17–21 • Addition combinations pp 22–30 **Year 2 Lady Bug Crawl** **Year 3 Patterns and Relationships Series C** • Equality and inequality p 18 • Equivalence pp 19–24 • Number relationships/turnarounds pp 25–38
LS 2 **Big idea** Data helps describe and wonder about the world **Topic** Chance and 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-CHAN-01** recognises and describes the element of chance in everyday ...	**Representing whole numbers A** **Combining and separating quantities A** **Data A** **Chance A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use advanced count-by-one strategies to solve addition and subtraction problems • Ask questions and gather data • Represent data with objects and drawings and describe the displays • Identify and describe possible outcomes	**Data: collect & interpret data (A/B)** • Tallies **Chance (A/B)** • Will it Happen? • Most Likely and Least Likely	**Ask questions to gather data** • Asking suitable questions for data collection **Track gathered data** • Completing tally charts **Chance - possible outcomes** • Using the everyday language of chance	**Chance & Probability 2-4** • Sock sort, DOK 3 • Selective sleepover, DOK 3	**Year 1 Series A Time, Money and Data** • Sorting, collecting data pp 31–35 **Year 2 Series B Chance and Data** **Data** • What is it? pp 7–8 • Collecting and representing data pp 9–17 **Chance** • Possible/impossible pp 1–6

Scope & Sequence NSW Stage 1 (A) Term 2

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) S1 Course Topic & Activities	NSW New Syllabus (2023) S1 Skill Quests	Challenges	Ebooks
LS 3 **Big idea** What needs to be measured determines the unit of measurement **Topic** Length and 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-GM-02** measures, records, compares and estimates lengths and distances ... **MA1-NSM-02** describes, compares and orders durations of events ...	**Representing whole numbers A** **Geometric measure A** **Non-spatial measure**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Length: Measure the lengths of objects using uniform informal units • Length: Compare lengths using uniform informal units • Time: Tell time to the half-hour	**Non-spatial measure: Duration (A/B)** • Hour Times • Half Hour Times • Tell Time to the Hour • Tell Time to the Half Hour	**Length using informal units** • Measuring with informal units **Tell the time - half hours** • Telling time to the hour & half hour (analogue) • Telling time to the hour & half hour (digital)		**Year 1 Series A Measurement** • Length pp 1–15 **Year 1 Series A Time, Money and Data** • O'clock times (analogue/digital) pp 14–17 **Year 2 Series B Time and Money** • Clocks pp 11–13 • Half past pp 14–16
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 ... **MA1-NSM-01** measures, records, compares and estimates the masses ...	**Representing whole numbers A** **Combining and separating quantities A** **Forming groups A** **Non-spatial measure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use advanced count-by-one strategies to solve addition and subtraction problems • Use flexible strategies to solve addition and subtraction problems • Represent equality • Count in multiples using rhythmic and skip counting • Model and use equal groups of objects to represent multiplication • Mass: Investigate mass using an equal-arm balance	**Combine and separate quantities up to 10 (A)** • Doubles and Halves to 10	**Count by one to add & subtract** • Finding the difference between 2 numbers (to 20) • Counting on & back to 20 • Counting on & back to 100 • Recording & solving number sentences to 20 **Use strategies to add & subtract** • Doubles to 20 • Add & subtract near doubles or doubles • Adding compatible numbers (doubles or bonds to 10) • Add & subtract using bridging to 10 up to 100	**Number & Algebra, Addition & Subtraction, 2-4** • The key to adding (numbers to 20), DOK 2	**Year 2 Series B Operations with Number** • Addition doubles pp 15–18 • Subtraction doubles p 38
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-GM-02** measures, records, compares and estimates lengths and distances ...	**Representing whole numbers A** **Geometric measure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Position: Folow directions to familiar locations	**Geometric measure: position (A)** • Where is it?	**Position & direction** • Position using left & right • Following directions • Describing a path		**Year 1 Series A Space and Shape** • Position - above/below, next to, in/out, on/off, under/over, near/far pp 23–27 • Directions p 28 **Year 2 Series B Shape and Space** • Position language pp 31–33 • Paths and directions pp 34–38

Scope & Sequence NSW Stage 1 (A) Term 3

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 01 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 A** **Combining and separating quantities A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality	**Review earlier content**	**Review earlier content**		
LS 2 **Big idea** Patterns have something that repeats over and over and over again **Topic** Patterns of 3 and 5	**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 A** **Forming groups A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication	**Forming groups (A)** • Counting by Fives • Count by 2s, 5s and 10s • Grouping in Fives • Grouping in Tens • Counting on a 100 grid	**Count in multiples of 2, 3, 5, 10** • Skip count by 3s • Skip count by 5s • Skip count by 2s, 5s & 10s		**Year 2 Series B Numbers** • Skip count in 5s pp 42–43 • Skip count in 2s, 5s or 10s p 53 **Year 3 Series C Numbers** • Skip counting by 5s p 46 • Skip counting by 2s, 5s & 10s pp 47–49 **Year 3 Series C Patterns and Relationships** • Skip counting by 2s & 5s p 11
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 ... **MA1-3DS-02** measures, records, compares and estimates internal volumes ...	**Representing whole numbers A** **Combining and separating quantities A** **Forming groups A** **Three-dimensional spatial structure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Represent equality • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • Recognise and represent division • Volume: Construct volumes using cubes	**Forming groups (A)** • Grouping in Fives • Grouping in Tens • Counting on a 100 grid • Grouping in Threes • Grouping in Fours • Share the Treasure • Groups • Fill the Jars • Divide Into Equal Groups **3D spatial structure: volume (A/B)** • How many blocks? • Comparing Volume	**Use equal grouping to multiply** • Using groups & skip counting to solve problems • Using "groups of" to represent multiplication • Exploring "groups of" in arrays (no x symbol) **Recognise & represent division** • Sharing objects to divide • Grouping objects to divide **Explore leftovers** • Fair shares with/without remainder		**Year 1 Series A Operations with Number** • Grouping and sharing pp 37–44 **Year 2 Series B Operations with Number** • Multiplication equal groups pp 55–63 • Division sharing pp 64–66 • Division remainders p 67 • Division grouping pp 68–69 **Year 3 Series C Operations with Numbers** • Multiplying by 5s p 63

Scope & Sequence NSW Stage 1 (A) Term 3

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) Stage 01 Course Topic & Activities	Skill Quests	Challenges	Ebooks
LS 4 **Big idea** What needs to be measured determines the unit of measurement **Topic** Measuring using uniform units	**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 A** **Geometric measure A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Represent equality • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • Recognise and represent division • Volume: Construct volumes using cubes	**2D spatial structure: 2D shape (A/B)** • Area of Shapes **3D spatial structure: volume (A/B)** • How Full? • Which Holds More? • Filling Fast!	**Area** • Comparing & measuring area using informal units **Volume & capacity** • Measuring volume & capacity (informal units)		
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 A** **Forming groups A** **Geometric measure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and represent division • Length: Subdivide lengths to find halves and quarters		**Explore halves** • Finding half of a set or quantity (no symbols) • Finding half of a set or quantity (symbols) **Subdivision to find halves & quarters** • Finding halves & quarters		**Year 1 Series A Numbers and Patterns** • Fractions pp 37–40 **Year 2 Series B Numbers** • Fractions - halves pp 62–67 **Year 3 Series C Numbers** • Fractions equal parts pp 57–68

Scope & Sequence NSW Stage 1 (A) Term 4

Mathletics

NSW New Syllabus (2023) Stage 01

LS & Topic	Outcomes	Focus	Content	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	**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 A** **Combining and separating quantities A** **Forming groups A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Use advanced count-by-one strategies to solve addition and subtraction problems • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Represent equality • Count in multiples using rhythmic and skip counting • Use skip counting patterns • Model and use equal groups of objects to represent multiplication • Recognise and represent division		**Whole number – money** • Counting & ordering Australian notes & coins		**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** Measurement 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-GM-02** measures, records, compares and estimates lengths and distances … **MA1-2DS-02** measures and compares areas using uniform … **MA1-3DS-01** recognises, describes and represents familiar 3D objects … **MA1-3DS-02** measures, records, compares and estimates internal volumes …	**Representing whole numbers A** **Geometric measure A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Length: Measure the lengths of objects using uniform informal units • Length: Compare lengths using uniform informal units • Area: Measure areas using uniform informal units • 3D objects: Recognise familiar three-dimensional objects • Volume: Measure and compare the internal volumes (capacities) of containers by filling • Volume: Measure the internal volume (capacity) of containers by packing	**Review earlier content**	**Review earlier content**		

Scope & Sequence NSW Stage 1 (A) Term 4

Mathletics

LS & Topic	Outcomes	Focus	Content	NSW New Syllabus (2023) S1 Course Topic & Activities	NSW New Syllabus (2023) S1 Skill Quests	Challenges	Ebooks
LS 3 **Big idea** Data is collected to solve problems **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-NSM-02** describes, compares and orders durations of events, and reads ... **MA1-DATA-01** gathers and organises data, displays data in lists, tables ...	**Representing whole numbers A** **Non-spatial measure A** **Data A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Time: Name and order the cycle of months • Ask questions and gather data • Represent data with objects and drawings and describe the displays	**Non-spatial measure: Duration (A/B)** • Months of the Year • Months After and Before • Using a Calendar • Seasons (AU/NZ) **Data: collect & interpret data (A/B)** • Read Graphs • Picture Graphs: Who has the Goods? • Making Picture Graphs: With Scale • Picture Graphs: More or Less • Picture Graphs: Single-Unit Scale	**Time: calendars** • Months of the year • Know the seasons • Using a calendar to identify the date **Represent data** • Representing data in a simple display • Ordering category data **Describe data displays** • Reading simple data displays using objects • Answer questions related to simple data displays • Reading & interpreting simple picture graphs		**Year 1 Series A Time, Money and Data** Review: • Day/night/morning/afternoon/ yesterday/today/tomorrow pp 1–5 • Days of the week pp 6–10 • Seasons p 11 • Long/short time p 12 • Pictographs pp 36–39 **Year 2 Series B Time and Money** • Days of the week pp 1–3 • Months pp 4–5 • Seasons pp 6–7 **Year 2 Series B Chance and Data** • Analysing data p18-21
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 ... **MA1-2DS-01** recognises, describes and represents shapes including ... **MA1-3DS-01** recognises, describes and represents familiar 3D objects ...	**Representing whole numbers A** **Two-dimensional spatial structure A** **Three-dimensional spatial structure A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • 2D shapes: Recognise and classify shapes using obvious features • 3D objects: Recognise familiar three-dimensional objects • 3D objects: Sort and describe three-dimensional objects		**Recognise three-dimensional objects** • Recognising & describing spheres • Recognising & describing cubes • Recognising & describing cylinders • Recognising & describing prisms (no formal names) **Explore three-dimensional objects** • Exploring surfaces & faces		**Year 1 Series A Space and Shape** • 3D shapes pp 15–22 **Year 2 Series B Shape and Space** • 3D objects pp 19–39
LS 5 **Big idea** Problems can be solved and represented in different ways **Topic** Problem solving with operations	**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 A** **Combining and separating quantities A** **Forming groups A**	• Use counting sequences of ones with two-digit numbers and beyond • Continue and create number patterns • Represent numbers on a line • Represent the structure of groups of ten in whole numbers • Recognise and recall number bonds up to ten • Use flexible strategies to solve addition and subtraction problems • Model and use equal groups of objects to represent multiplication • Recognise and represent division	**Teacher directed**	**Teacher directed**		**Year 2 Series B Operations with Number** • Addition word problems p 11 • Addition and subtraction mixed word problems pp 53–54