

		Phase One Years 0-3 Progress Steps				Phase Two Years 4-6 Progress Steps			Phase Three Years 7 - 8 Progress Steps		
		During the first 6 months	During the first year	During the second year	During the third year	During year 4	During year 5	During year 6	During year 7	During year 8	
NUMBER	Number structure	0.1 sublisse (recognise without counting) the number of objects in a collection of up to 5 Book KA Chapter 1	1.1 sublisse (recognise without counting) the number of objects in a collection of up to 10, including by combining two patterns of 1-5 objects Book KA Chapter 1 Book KA Chapter 2 Book KA Chapter 4 Book 1 Chapter 2 Unit 1.1 - 1.6	2.1 group objects in a collection of at least 10, sublisse the number of objects in each part, and find the total number in the collection using the parts Book 1 Chapter 6 Unit 1.1, 1.2 Book 1 Chapter 7 Unit 1.1, Unit 1.2	3.1 estimate the number of objects in a collection of less than 100, using patterns and groupings Book 3 Chapter 1 Unit 3.2						
		0.2 count forwards or backwards from any whole number between 1 and 10, and then between 1 and 20 Book KA Chapter 2 Book KA Chapter 8 Book 1 Chapter 1 Unit 1.1, Unit 1.2	1.2 count forwards or backwards in 1s, 2s, and 10s from any whole number between 1 and 20, and then between 1 and 100 Book 1 Chapter 6 Unit 1.1, 1.2, 1.3, Math Pro 1.3A (to 20) Book 1 Chapter 15 Unit 1.1, 1.2, 2.2 (to 40) Book 1 Chapter 19 Unit 1.1, Unit 1.2, Unit 2.2 (to 100)	2.2 count forwards or backwards in 1s, 2s, 5s, and 10s from any whole number between 1 and 100 Book 1 Chapter 6 Unit 1.1, 1.3 (Numbers to 20) Book 1 Chapter 15 Unit 1.1, 1.2, 2.2 (Numbers to 40) Book 1 Chapter 19 Unit 1.1, 1.2, 2.2 (Numbers to 100) Book 2 Chapter 1 Unit 1.1, 2.2 Book 2 Chapter 1 Unit 2.2, 2.3, 2.4	3.2 count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000 Book 3 Chapter 1 Unit 1.1, 2.2 Math Pro - Book 3 Chapter 1 Unit 2.2A	4.1 skip count from any multiple of 100, forwards or backwards in 25s and 50s Book 3 Chapter 1 Unit 1.1, 2.2 Math Pro - Book 4 Chapter 1 Unit 2.1B					
		0.3 identify, read, and write whole numbers up to at least 10 Book KA Chapter 1 Book KA Chapter 2 Book 1 Chapter 1 Unit 1.1	1.3 identify, read, and write whole numbers up to at least 20, and represent them using the ten-and-ones structure of ten (11-19) and -ty (multiples of 10) numbers (e.g., 17 = 10 + 7, 20 = 2 × 10) Book KA Chapter 2 Book KA Chapter 8 Book 1 Chapter 1 Unit 1.1 Book 1 Chapter 6 Unit 1.1 Book KB Chapter 17 Book 1 Chapter 6 Unit 1.1, 1.2 Book 1 Chapter 15 Unit 1.1, 1.3	2.3 identify, read, and write whole numbers up to at least 100, and represent them using base 10 structure Book 1 Chapter 15 Unit 1.3 Book 1 Chapter 19 Unit 1.1, 1.2 Book 2 Chapter 1 Unit 1.1, 1.2 Math Pro - Book 2 Chapter 1 Unit 4A	3.3 identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure patterns Book 3 Chapter 1 Unit 1.1	4.2 identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure Book 4 Chapter 1 Unit 1.1, 2.1	5.1 identify, read, write, compare, and order whole numbers up to 100,000, and represent them using base 10 structure Book 5 Chapter 1 Unit 1.1 - 1.3	6.1 identify, read, write, compare, and order whole numbers up to 1,000,000, and represent them using base 10 structure Book 5 Chapter 1 Unit 1.1, 1.2			
		0.4 compare and order whole numbers up to at least 10 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words Book KA Chapter 2 Book 1 Chapter 1 Unit 1.3, 1.4, 1.5 Book KA Chapter 6 Book 1 Chapter 5 Unit 1.2	1.4 compare and order whole numbers up to at least 20 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words or numerals and suffixes Book KA Chapter 17 Book 1 Chapter 1 Unit 1.3, 1.4, 1.5 Book 1 Chapter 6 Unit 1.4, 1.5 Book 1 Chapter 13 Book KA Chapter 6 Book 1 Chapter 5 Unit 1.2 Book 2 Chapter 1 Unit 3.1	2.4 compare and order whole numbers up to at least 100 Book 1 Chapter 19 Unit 2.4, 2.5 Book 2 Chapter 1 Unit 2.5	3.4 compare and order whole numbers up to at least 1,000 Book 3 Chapter 1 Unit 2.3						
		0.5 partition up to 5 objects, and then up to 10 objects, using a systematic approach and noticing patterns Book KA Chapter 4 Book KB Chapter 12 Book KB Chapter 13 Book 1 Chapter 2 Unit 1.1-1.7	1.5 partition and regroup up to 20 objects in different ways, using a systematic approach and noticing patterns Book KA Chapter 4 Book KB Chapter 12 Book KB Chapter 13 Book KB Chapter 17 Book 1 Chapter 2 Book 1 Chapter 6 Unit 1.2	2.5 partition and regroup whole numbers up to at least 100, using a systematic approach and noticing patterns (e.g., 10 + _ = 70, 20 + _ = 70, 30 + _ = 70) Book 2 Chapter 9 Mental Strategies	3.5 partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., 400 + 300 = _ , 350 + _ = 500) Book 3 Chapter 6 Unit 1.1, 1.2 Math Pro - Book 3 Chapter 6 Unit 1.2A						
						5.2 identify factors of numbers up to 100 Book 5 Chapter 1 Unit 4.1	6.2 identify square numbers and factors of numbers up to 125 Book 5 Chapter 1 Unit 4.2 Book 5 Chapter 2 Unit 1.5, 2.5 Math Pro - Book 4 Chapter 1 Unit 1A, 1A.2		7.1 identify, read, write, compare, and order whole numbers using powers of 10 (e.g., 10,000 = 10 ⁴) Math Pro Supplementary Chapter coming 2025	8.1 identify, read, write, compare, and order whole numbers and decimals using powers of 10 (e.g., 0.01 = 1 × 10 ⁻²) Math Pro Supplementary Chapter coming 2025	
									7.2 find the highest common factor (HCF) of two numbers under 100, and find the least common multiple (LCM) of two numbers under 10 Book 4 Chapter 1 Unit 2.1 Book 4 Chapter 1 Unit 3.1	8.2 use prime factorisation to represent a number and to find the HCF of two numbers Math Pro Supplementary Chapter coming 2025	
									7.3 use exponents to represent repeated multiplication, and identify square roots of square numbers up to at least 100 Math Pro - Book 4 Chapter 1 Unit 3A.1 3A.2	8.3 identify and describe the properties of prime and composite numbers up to at least 100 and cube numbers up to at least 125 Book 5 Chapter 1 Unit 4.1 Math Pro Book 5 Chapter 1 Unit 4.2C	
		1.6 use estimation to predict results and to check the reasonableness of calculations Math Pro - Book 1 Chapter 15B	2.6 use estimation to predict results and to check the reasonableness of calculations Math Pro - Book 2 Chapter 1 Unit A: Estimation	3.6 use estimation to predict results and to check the reasonableness of calculations Book 3 Chapter 1 Unit 2.5, 3.4	4.3 use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations Book 3 Chapter 2 Unit 2.5 (add) Book 3 Chapter 2 Unit 1.7 (Products) Book 3 Chapter 3 Unit 1.5 Book 3 Chapter 4 Unit 3.3 (Quotient) Book 4 Chapter 3 Unit 2.4	5.3 use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations Book 3 Chapter 4 Unit 1.7, 3.3, 3.2 Book 4 Chapter 3 Unit 2.1, 2.2	6.3 use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations Book 4 Chapter 1 Unit 3.2, 3.3, 3.4 Book 4 Chapter 2 Unit 1.5, 2.4 Book 4 Chapter 3 Unit 1.5, 2.4 Book 5 Chapter 1 Unit 2.1, 2.2 Book 5 Chapter 2 Unit 1.5, 2.5 Book 6 Chapter 1 Unit 1.4, 1.5, 1.6	7.4 use rounding and estimation to predict results and to check the reasonableness of calculations Book 4 Chapter 1 Unit 3.2, 3.3, 3.4 Book 4 Chapter 2 Unit 1.5, 2.4 Book 4 Chapter 3 Unit 1.5, 2.4 Book 5 Chapter 1 Unit 2.1, 2.2 Book 5 Chapter 2 Unit 1.5, 2.5 Book 6 Chapter 1 Unit 1.4, 1.5, 1.6	8.4 use rounding, estimation, and benchmarks to predict results and to check the reasonableness of calculations Book 4 Chapter 1 Unit 1.4, 1.5, 1.4 Book 6 Chapter 2 Unit 1.3, 2.3		
			2.7 identify the nearest ten to any whole number up to 100 Book 3 Chapter 1 Unit 3.2	3.7 round whole numbers up to 1,000 to the nearest hundred or ten Book 3 Chapter 1 Unit 3.2, 3.3	4.4 round whole numbers to the nearest thousand, hundred, or ten Book 3 Chapter 1 Unit 3.2, 3.3 Book 4 Chapter 1 Unit 3.2, 3.3, 3.4 Book 4 Chapter 10 Unit 3.1 (and round tenths to the nearest whole number)	5.4 round whole numbers to the nearest ten thousand, hundred, or ten, and round tenths to the nearest whole number Book 3 Chapter 1 Unit 3.2, 3.3 Book 4 Chapter 1 Unit 3.2, 3.3, 3.4 Book 4 Chapter 10 Unit 3.1, 3.2	6.3 round whole numbers to a specified power of 10, and round tenths and hundredths to the nearest whole number or one decimal place Book 5 Chapter 1 Unit 2.1, 2.2 Book 3 Chapter 1 Unit 3.2, 3.3 Book 4 Chapter 1 Unit 3.2, 3.3, 3.4 Book 4 Chapter 10 Unit 3.1 Book 4 Chapter 10 Unit 3.1, 3.2	7.5 round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, or whole number Book 5 Chapter 1 Unit 2.1, 2.2 Book 3 Chapter 1 Unit 3.2, 3.3, 3.4 Book 4 Chapter 10 Unit 3.1 Book 4 Chapter 10 Unit 3.1, 3.2	8.5 round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, thousandth, or whole number Book 5 Chapter 1 Unit 2.1, 2.2 Book 6 Chapter 1 Unit 1.4 Maths Pro Supplement Chapter to be added in 2025		
		0.6 join and separate groups of up to a total of 10 objects by grouping and counting Book KA Chapter 4 Book KB Chapter 12 Book KB Chapter 13	1.7 join and separate groups of up to a total of 20 objects and find the difference between groups by grouping and counting (e.g., 9 + 6, 7 + _ = 11) Book KB Chapter 14 Book 1 Chapter 7	2.8 add and subtract numbers up to 100 without renaming (e.g., 53 + 21, 55 - 32) Book 2 Chapter 2 Unit 1.1 - Unit 2.6	3.8 add and subtract numbers up to at least 100 (e.g., 43 - 28, 37 + 18) Book 2 Chapter 2 Unit 3.2 - Unit 3.5	4.5 add and subtract two- and three-digit numbers Book 3 Chapter 2 Unit 1.1, 1.2 (Without renaming) Book 3 Chapter 2 Unit 2.1 - 2.4 (with renaming) Book 3 Chapter 2 Unit 3.1 - 3.3 (with renaming)	5.5 add and subtract whole numbers up to 10,000 Book 4 Chapter 2 Unit 1.1 - 1.4, 2.1 - 2.5	6.3 add and subtract any whole numbers Book 4 Chapter 2 (up to 10 000)			
			1.8 explore addition facts up to 10 and their corresponding subtraction facts (families of facts), including doubles and halves Book 1 Chapter 2 Unit 1.1 - 1.4 Book 1 Chapter 3 Unit 2.1, 3.2, 3.4 Book 1 Chapter 4 Unit 2.1, 3.1 Book 1 Chapter 4 Unit 2.2 Book 1 Chapter 17 Unit 1.1, 2.1	2.9 recall addition facts up to 10, and explore addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves Book 1 Chapter 7 Book 2 Chapter 9 Unit 1.1, 1.2 Book 2 Chapter 9 Unit 2.1 - 2.3	3.9 recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves Book 1 Chapter 7 Book 2 Chapter 9 Unit 1.2 Book 2 Chapter 9 Unit 2.1 - 2.3						
			2.10 identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s Book 2 Chapter 8 Unit 1.1 - 3.2	3.10 recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s Book 3 Chapter 3 Unit 1.1, 1.2	4.6 recall multiplication and corresponding division facts for 4s and 6s Math Pro - Book 4 Chapter 3 Unit A	5.6 recall multiplication facts for 7s, 8s, and 9s and corresponding division facts Book 5 Chapter 3 Unit 1.2 Math Pro - Book 5 Chapter 1 Unit A	6.4 recall multiplication facts to at least 10 × 10 and corresponding division facts Book 4 Chapter 3 Unit 1.2 Book 5 Chapter 2 Unit 1.1, 1.2 Math Pro - Book 6 Chapter 1 Unit A	7.6 recall multiplication facts to at least 10 × 10 and identify and describe the divisibility rules for 2, 3, 5, 9, and 10 Book 5 Chapter 1 Unit 5.4	8.6 identify and describe the divisibility rules for 2-11 Math Pro Supplementary Chapter coming 2025		
		1.9 multiply and divide using equal grouping or counting Book 2 Chapter 6 Book 2 Chapter 7	2.11 multiply and divide using equal grouping or skip counting (e.g., in 2s, 5s, and 10s) Book 2 Chapter 6 Book 2 Chapter 7	3.11 multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4 × 6, 2 × 23) Book 2 Chapter 8 Unit 1.1 - 3.2 Book 2 Chapter 10 Unit 1.1 - 2.2 Book 3 Chapter 4 Unit 1.3	4.7 multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., 23 × 5, 7 × 8) Book 3 Chapter 4 Unit 1.2, 1.3, 1.4, 1.5, 1.6 Book 4 Chapter 3 Unit 1.1 Book 3 Chapter 3	5.7 multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., 245 × 6, 34 × 83) Book 4 Chapter 2 Unit 1.1 - 1.4, 2.1 - 2.5	6.5 multiply multi-digit whole numbers (e.g., 54 × 112) Book 4 Chapter 3 Unit 1.4 Book 5 Chapter 2 Unit 1.1, 1.2, 1.4 Book 6 Chapter 2 Unit 1.1, 1.2	7.7 multiply whole numbers Book 4 Chapter 2 Unit 1.1, 1.2 Book 6 Chapter 2 Unit 2.1, 2.2 Book 6 Chapter 4 Unit 2.1 - 2.3			
				3.12 divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g., 65 ÷ 5) Book 2 Chapter 8 Unit 4.1 - 6.1 Book 2 Chapter 10 Unit 3.1 - 4.1 Book 3 Chapter 3 Unit 1.2, 2.2, 3.2, 4.2, 5.2 Book 3 Chapter 4 Unit 2.1, 3.1	4.8 divide up to a three-digit whole number by a one-digit divisor, with no remainder (e.g., 65 ÷ 5) Book 3 Chapter 4 Unit 3.1, 3.2 Book 4 Chapter 3 Unit 1.1, 1.2 Book 4 Chapter 3 Unit 2.1, 2.2	5.8 divide up to a three-digit whole number by a one-digit divisor, with a remainder (e.g., 198 ÷ 7, 4154 ÷ 8) Book 3 Chapter 3 Unit 1.1, 1.2 Book 4 Chapter 3 Unit 1.4	6.5 divide up to a four-digit whole number by a one-digit divisor, with a remainder (e.g., 198 ÷ 7, 4154 ÷ 8) Book 3 Chapter 4 Unit 3.2 Book 4 Chapter 2 Unit 1.1, 1.2 Book 5 Chapter 2 Unit 2.3	7.8 divide whole numbers by one- or two-digit divisors (e.g., 327 ÷ 5 = 65.4 or 65%) Book 5 Chapter 2 Unit 2.4 Book 5 Chapter 11 Unit 2.2, 2.4 Book 6 Chapter 2 Unit 2.1, 2.2 Book 6 Chapter 6 Unit 2.1, 2.2, 2.3	8.7 divide whole numbers (e.g., 327 ÷ 5 = 21.8 or 21%) Book 5 Chapter 2 Unit 2.4 Book 5 Chapter 11 Unit 2.2, 2.4 Book 6 Chapter 2 Unit 2.1, 2.2 Book 6 Chapter 6 Unit 2.1, 2.2, 2.3		
							6.5 use the order of operations rule with grouping, addition, subtraction, multiplication, and division Book 5 Chapter 2 Unit 3.1, 3.2, 3.3, 3.4	7.9 use the order of operations Book 5 Chapter 2 Unit 3.1, 3.2, 3.3, 3.4	8.8 use the order of operations Book 5 Chapter 2 Unit 3.1 - 3.4		
								7.10 order, compare, and locate integers on a number line, and explore adding and subtracting integers Book 5 Chapter 12 Unit 1.1, 1.2 Book 6 Chapter 9 Unit 1.1, 1.2 Book 6 Chapter 9 Unit 2.1, 2.2	8.9 order, compare, add, and subtract integers Book 5 Chapter 12 Unit 1.1, 1.2 Book 6 Chapter 9 Unit 1.1, 1.2 Book 6 Chapter 9 Unit 2.1, 2.2		
		1.10 identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole Book 1 Chapter 16 Unit 1.1, 1.2	2.12 identify, read, write (using symbols and words), and represent halves, quarters, and eighths as fractions of sets and regions, using equal parts of the whole Book 1 Chapter 16 Unit 1.3 Book 2 Chapter 12	3.13 identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by Book 1 Chapter 16 Unit 1.1, 1.2	4.9 identify, read, write, and represent tenths as fractions and decimals Book 4 Chapter 10 Unit 1.1, 1.2, 1.6, 1.7	5.9 identify, read, write, and represent tenths and hundredths as fractions and decimals Book 4 Chapter 10	6.7 identify, read, write, and represent fractions, decimals (to two places), and related percentages Book 4 Chapter 4 (Fractions) Book 4 Chapter 10 (Decimals)	7.11 identify, read, write, and represent fractions, decimals (to three places), and percentages Book 4 Chapter 4 (Fractions) Book 4 Chapter 10 (Decimals)	8.10 identify, read, write, and represent fractions, decimals, and percentages Book 4 Chapter 10 Book 5 Chapter 8 Book 6 Chapter 12 Unit 1.1 - 1.5, 2.2, 2.4		

		Phase One Years 0-3 Progress Steps				Phase Two Years 4-6 Progress Steps				Phase Three Years 7 - 8 Progress Steps			
		During the first 6 months	During the first year	During the second year	During the third year	During year 4	During year 5	During year 6	During year 7	During year 8	During year 7	During year 8	
NUMBER	Rational numbers			2.13 directly compare two fractions involving halves, quarters, and eighths Book 3 Chapter 11 Unit 1.2	3.14 compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent Book 3 Chapter 11 Unit 1.2, 1.4, 2.1, 2.2, 2.3.	4.10 compare and order tenths as fractions and decimals, and convert decimal tenths to fractions (e.g., 0.3 = $\frac{3}{10}$) Book 4 Chapter 10 Unit 1.9, 1.10	5.10 compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions Book 4 Chapter 10	6.8 compare and order fractions, decimals (to two places), and percentages, and convert decimals and percentages to fractions Book 4 Chapter 4 Book 4 Chapter 12	7.12 compare, order, and convert between fractions, decimals (to three places), and percentages Book 6 Chapter 12 Unit 2.5	8.11 compare, order, and convert between fractions, decimals, and percentages Book 6 Chapter 12 Unit 2.5			
						4.11 divide whole numbers by 10 to make decimals Book 6 Chapter 6 Unit 2.1	5.11 divide whole numbers by 10 and 100 to make decimals Book 6 Chapter 6 Unit 2.1, 2.2, 2.4	6.9 multiply and divide numbers by 10 and 100 to make decimals and whole numbers (e.g., $1.3 \times 10 = 13$) Book 6 Chapter 6 Unit 1.1, 1.2, 1.4, 1.5 (multiply) Book 6 Chapter 6 Unit 2.1, 2.2, 2.4 (divide)	7.13 multiply and divide numbers by 10, 100, and 1,000 Book 4 Chapter 3 Unit 1.4 Book 5 Chapter 2 Unit 1.1 Book 4 Chapter 3 Unit 2.3	8.12 multiply and divide numbers by powers of 10 Book 4 Chapter 3 Unit 1.4 Book 5 Chapter 2 Unit 1.1 Book 4 Chapter 3 Unit 2.3			
						4.12 for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: – compare and order the fractions – identify when two fractions are equivalent by directly comparing them, noticing the equivalent by directly comparing them, noticing the equivalent Book 3 Chapter 11 Unit 1.2 Book 3 Chapter 11 Unit 2.1 - 2.4	5.12 for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: – compare and order the fractions – identify when two fractions are equivalent Book 3 Chapter 11 Unit 1.2 Book 3 Chapter 11 Unit 2.1 - 2.4	6.10 for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: – compare and order the fractions – identify when two fractions are equivalent – represent the fractions in their simplest form Book 3 Chapter 11 Unit 1.2 Book 3 Chapter 11 Unit 2.1 - 2.4	7.14 find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers Book 3 Chapter 11 Unit 2.1 - 2.3 Book 4 Chapter 4 Unit 2.2 - 2.4	8.13 find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers Book 3 Chapter 11 Unit 2.1 - 2.3 Book 4 Chapter 4 Unit 2.2 - 2.4			
						4.13 convert (using number lines) between mixed numbers and improper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10 Book 4 Chapter 4 Unit 2.2, 2.3	5.13 convert between mixed numbers and improper fractions with denominators of up to 10 Book 4 Chapter 4 Unit 2.2, 2.3	6.11 convert between mixed numbers and improper fractions Book 4 Chapter 4 Unit 2.2, 2.3					
			1.11 find a half or quarter of a set using equal sharing and grouping. Book 1 Chapter 16 Unit 1.3 Book 1 Chapter 17 Unit 2.1	2.14 find a half and quarter of a set by identifying groups and patterns (rather than sharing by ones), and identify the whole set or shape when given a half or quarter Book 3 Chapter 11 Unit 1.1 Book 4 Chapter 5 Unit 3.1	3.15 find a unit fraction of a whole number (e.g., $\frac{1}{5}$ of 15), and identify the whole set or amount when given a unit fraction (e.g., " $\frac{1}{5}$ of the set is 3, what is the whole set?") Book 2 Chapter 12 Unit 1.2 -1.4, Unit 2.1, 2.2	4.14 find a unit fraction of a whole number, using multiplication or division facts and where the answer is a whole number (e.g., $\frac{1}{4}$ of 40) Book 4 Chapter 5 Unit 3.1, 3.2	5.14 find a fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g., $\frac{3}{4}$ of 24) Book 5 Chapter 3 Unit 3.1, 3.2 Math Pro - Book 5 Chapter 3A Unit 3, Unit 4	6.12 find a fraction or percentage of a whole number where the answer is a whole number (e.g., $\frac{3}{4}$ of 48; 30% of \$150) Book 4 Chapter 5 Unit 3.1, 3.2 Book 6 Chapter 12 Unit 3.1	7.15 multiply fractions and decimals by whole numbers Book 5 Chapter 3A Unit 2.1, Book 5 Chapter 11	8.14 multiply fractions and decimals by whole numbers Math Pro - Book 5 Chapter 3A Unit 2.1.			
						3.16 add and subtract unit fractions with the same denominator (e.g., $\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$) Book 3 Chapter 11 Unit 3.1, Unit 4.1	4.15 add and subtract fractions with the same denominators to make up to one whole (e.g., $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4} = 1$) Book 3 Chapter 11 Unit 3.1, 4.1	5.15 add and subtract fractions with the same denominators, including to make more than one whole Book 4 Chapter 5 Unit 1.1, 1.2, 2.1 - 2.4	6.13 add and subtract fractions with the same or related denominators (e.g., $\frac{1}{4} + \frac{1}{2}$) Book 4 Chapter 5 Unit 1.1, 1.2, 2.1 - 2.4	7.17 add and subtract fractions with different denominators of up to a tenth, using equivalent fractions (e.g., $\frac{1}{4} + \frac{1}{2}$) Book 5 Chapter 3 Unit 1.1 - 1.3	8.16 add and subtract fractions with different denominators, using equivalent fractions Book 5 Chapter 3 Unit 1.1 - 1.3		
						4.16 add and subtract decimals to one decimal place (e.g., $1.3 + 0.2 = 1.5$) Book 5 Chapter 9 Unit 1.1, 1.2, 1.3 Book 5 Chapter 9 Unit 2.1, 2.2	5.16 add and subtract whole numbers and decimals to two decimal places (e.g., $32.55 - 21.21 = 11.34$) Book 4 Chapter 5 Unit 1.1, 1.2	6.14 add and subtract whole numbers and decimals to two decimal places (e.g., $250.11 + 135.29 = 385.4$) Book 5 Chapter 9	7.18 add and subtract decimals to three decimal places, with an emphasis on estimating before calculating Book 5 Chapter 3 Unit 1.1 - 1.3	8.17 add, subtract, and multiply decimals, with an emphasis on estimating before calculating Book 5 Chapter 9 Unit 1.1 - 1.5 Book 5 Chapter 9 Unit 2.1 - 2.9			
						4.17 use doubling or halving to scale a quantity (e.g., to double or halve a recipe) Book 2 Chapter 8 Unit 1.1A, 4.1A Book 4 Chapter 11 Unit 4.1 - 4.4 Math Pro -Book 4 Chapter 11 Unit 5A	5.17 use known multiplication facts to scale a quantity Math Pro - Book 5 Chapter 2 Unit 1.6A	6.15 use known multiplication and division facts to scale a quantity Math Pro Supplementary Chapter coming 2025	7.19 use proportional reasoning to explore multiplicative relationships between quantities (e.g., "If there are 3 red for every 7 blue balls, how many balls are there altogether when there are 18 red balls?") Book 5 Chapter 14A Unit 1.1, 1.2, 1.3, 1.4 Book 6 Chapter 11 Unit 4.1	8.18 use proportional reasoning to share with unequal proportions (e.g., "We have 100 stickers to share. For every 1 sticker I get, you get 3. How many do we each get?") Math Pro Book 5 Chapter 14A Book 6 Chapter 11 Unit 4.1			
		Financial mathematics			2.15 recognise and order New Zealand denominations up to \$20 according to their value, make groups of like denominations, and calculate their value. Book 1 Chapter 20 Book 2 Chapter 11 Math Pro -Book 2 Chapter 11A Unit 1.1A-4.2A	3.17 make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes. Book 2 Chapter 11 Unit 1.6	4.18 make amounts of money using dollars and cents (e.g., to make 3 dollars and 70 cents) Book 3 Chapter 5 Unit 1.3	5.18 represent money values in multiple ways using notes and coins Math Pro - Book 5 Chapter 9 Unit 2.9A, 2.10A Book 3 Chapter 5 Unit 1.3	6.16 solve problems involving purchases (e.g., ensuring they have enough money) create simple financial plans (e.g., shopping lists, a family budget) Book 3 Chapter 5 Unit 4.1, 4.2 Book 6 Mathematical Modelling 2 (Work out budget)	7.20 calculate total cost and change for any amount of money for finance plans (e.g., saving plans, phone plans, budgets, and 'buy now, pay later' services) Book 3 Chapter 5 Calculating costs throughout Book 4 to 6 in word problems in whole numbers, multiplication and division and	8.19 create and compare weekly, monthly, and yearly finance plans (e.g., saving plans, phone plans, budgets, and 'buy now, pay later' services) Book 5 Mathematical Modelling p. 167 Book 6 Mathematical Modelling pp. 352, 353		
							4.19 estimate and calculate the total cost and change for items costing whole-dollar amounts. Book 2 Chapter 11 Unit 2.1 Book 4 Chapter 2 Unit 1.5 Book 2 Chapter 11 Unit 2.2 Book 4 Chapter 2.1.2.4	5.19 estimate to the nearest dollar and calculate the total cost of items costing dollars and cents, and the change from the nearest ten dollars. Book 4 Chapter 10 Unit 3.1 Math Pro - Book 5 Chapter 9 2.9A, 2.10A	6.17 calculate 10%, 25%, and 50% of whole-dollar amounts (e.g., 50% of \$20). Book 6 Chapter 12 Unit 3.1, 4.1, 4.2	7.21 apply percentage discounts to whole-dollar amounts. Book 6 Chapter 12 Unit 4.2	8.20 apply percentage discounts. Book 6 Chapter 12 Unit 4.2		
ALGEBRA	Equations and relationships		1.12 solve true or false number sentences and open number sentences involving addition and subtraction of one-digit numbers, using an understanding of the equal sign (e.g., $2 + 5 = 3 + \dots$, $7 - 5 = 6 - 4$ (T or F?)) Book 1 Chapter 7 Unit 2.4 Math Pro Supplementary Chapter coming 2025	2.16 solve true or false number sentences and open number sentences involving addition and subtraction of one- and two-digit numbers, using an understanding of the equal sign (e.g., $18 + \dots = 17 + 6$, $17 = 25$ (T or F?)) Book 1 Chapter 7 Unit 2.4 Book 2 Chapter 9 Unit 1.1, 1.2	3.18 solve true or false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign Book 2 Chapter 9 Unit 1.1 - 1.3 Math Pro -Book 3 Chapter 6 Unit 3A, 3B	4.20 form and solve true or false number sentences and open number sentences involving multiplication and division, using an understanding of the equal sign (e.g., $5 \times \dots = 20$, $\dots + 3 = 6$) Book 3 Chapter 3 Math Pro -Book 4 Chapter 3B, 3C	5.20 form and solve true or false number sentences and open number sentences involving all four operations (e.g., $674 + 56 = \dots = 671$) Math Pro - Book 5 Chapter 2 Unit 3A & 3B Math Pro - Book 6 Chapter 4A Unit 1.2	6.18 form and solve true or false number sentences and open number sentences involving all four operations, using an understanding of equality or inequality (e.g., $8 \times 7 < 8 \times 5 + 8$ (T or F?)) Math Pro - Book 6 Chapter 4A Unit 2.1, 2.2	7.22 form and solve one-step linear equations (e.g., $1 + 7 = 12$, $2s = 14$) Math Pro - Book 6 Chapter 4 Unit 1A.1-1A.5	8.21 form and solve one- or two-step linear equations (e.g., $5s + 3 = 18$) Math Pro -Book 6 Chapter 4 Unit 1A.1-1A.5			
			0.7 copy, continue, create, and describe a repeating pattern with two elements. Book KB Chapter 11	1.13 copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern Book 1 Chapter 8 Unit 2.1 Book 1 Chapter 9 Unit 2.1	2.17 recognise and describe the unit of repeat in a repeating pattern, and use it to predict further elements using the ordinal position Math Pro -Book 2 Chapter 16 Unit 2A,1 Math Pro -Book 2 Chapter 17 Unit 1A,1	3.19 recognise, continue, and create repeating and growing patterns, and describe a rule to explain a pattern Book 1 Chapter 8 Unit 2.1	4.21 recognise and describe the rule for a growing pattern using words, tables, and diagrams, and make conjectures about further elements in the pattern In Mindstretches eg Book 4 Chapter 1 Unit 4.1	5.21 use tables to recognise the relationship between the ordinal position and its corresponding element in a growing pattern, develop a rule for the pattern in words, and make conjectures about further elements or terms in the pattern Math Pro - Book 5 Chapter 12A	6.19 use tables, XY graphs, and diagrams to recognise relationships in a linear pattern, develop a rule for the pattern in words (i.e., that there is a constant amount of change between consecutive elements or terms), and make conjectures about further elements in the pattern Math Pro -Book 6 Chapter 4A Unit 1.6	7.25 identify the constant increase or decrease in a linear pattern, use variables and algebraic notation to represent the rule in an equation, and use the rule to make conjectures Math Pro Supplementary Chapter coming 2025	8.24 determine if a pattern is linear and, if it is, write the equation for the pattern and use the equation to make conjectures Math Pro Supplementary Chapter coming 2025		
			1.14 follow step-by-step instructions to complete a simple task. Book 1 Chapter 5 Unit 2.1, 2.2	2.18 follow and give step-by-step instructions for a simple task, identifying and correcting errors as the instructions are followed. Book 1 Chapter 9 Unit 1.2 Book 2 Chapter 14 Unit 1.2 Math Pro -Book 2 Chapter 14 1.2A Book 2 Chapter 16 Unit 2.3, Book 2 Chapter 17 Unit 1.4 Math Pro -Book 2 Chapter 17A Unit 1.1,1.2 Book 3 Chapter 7 Unit 3.1- 4.1 (Venn Diagrams and Carroll Diagrams)	3.20 create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task. Book 3 Mission Possible 2	4.22 create and use an algorithm for generating a pattern or pathway. Book 4 Mission Possible 1 and 2	5.22 create and use an algorithm for generating a pattern or procedure, or pathway. Book 5 Mission Possible 1 and 2	6.20 create and use algorithms for making decisions that involve clear choices. Book 5 and 6 Mission Possible	7.26 create, test, and revise algorithms involving a sequence of steps and decisions. Book 5 and 6 Mission Possible	8.25 create, test, revise, and use algorithms to identify, interpret, and explain patterns. Book 5 and 6 Mission Possible			

		Phase One Years 0-3 Progress Steps				Phase Two Years 4-6 Progress Steps				Phase Three Years 7 - 8 Progress Steps									
		During the first 6 months	During the first year	During the second year	During the third year	During year 4	During year 5	During year 6	During year 7	During year 8									
MEASUREMENT	Measuring	0.8	directly compare two objects by an attribute (e.g., length, mass (weight), capacity)	1.15	compare the length, mass (weight), volume, or capacity of objects directly or indirectly (e.g., by comparing each of them with another object, used repeatedly)	2.19	estimate and use an informal unit repeatedly to measure the length, mass (weight), volume, or capacity of an object	3.21	estimate and then reliably measure length, capacity, and mass (weight) using whole-number metric units (e.g., from tools with labelled markings)	4.23	measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units	5.23	estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units	6.21	estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units	7.27	estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units	8.26	estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units
		Book KA Chapter 7 Book 1 Chapter 10 Unit 1.1 - 1.3 Book 1 Chapter 11 Unit 1.1 - 2.2 Book 1 Chapter 12 Unit 1.1, 2.2	Book 1 Chapter 11 Unit 1.1 - 1.2 (Mass) Book 1 Chapter 12 (Volume and Capacity)	Book KA Chapter 7 Book 1 Chapter 10 Unit 1.1 - 1.3 Book 1 Chapter 11 Unit 1.1 - 2.2 Book 1 Chapter 12 Unit 1.1, 2.2	Book 3 Chapter 3 Unit 1.1, 2.1 Book 2 Chapter 4 Unit 1.1, 2.1 Book 2 Chapter 5 Unit 1.1 Book 3 Chapter 8 Unit 1.1, 2.1, 2.2 Book 3 Chapter 9 Unit 1.1 - 1.3 Book 3 Chapter 10 Unit 1.2, 1.3, 2.1	Book 2 Chapter 3 Unit 1.1, 2.1 Book 2 Chapter 4 Unit 1.1, 2.1 Book 2 Chapter 5 Unit 1.1 Book 3 Chapter 8 Unit 1.1, 2.1, 2.2 (Mass) Book 3 Chapter 9 Unit 1.1 - 1.3 Book 3 Chapter 10 Unit 1.1 - 1.3 Book 3 Chapter 10 Unit 1.2, 1.3, 2.1	Math Pro -Book 4 Chapter 5A Unit 1 Math Pro -Book 4 Chapter 13A Unit 1	Book 2 Chapter 3 Unit 2.2 (Length) Book 2 Chapter 4 Unit 2.2 (Length) Book 3 Chapter 8 Unit 2.1, 2.2 (Mass) Book 3 Chapter 9 Unit 2.1 (Capacity) Book 4 Chapter 15 Unit 2.1 (Time)	Book 2 Chapter 3.4,5 Book 3 Chapter 8, 9,10,12, 12 B Book 4 Chapter 6, 15 Book 5 Chapter 17	Book 2 Chapter 3.4,5 Book 3 Chapter 8, 9,10,12 Book 4 Chapter 6, 15 Book 5 Chapter 17 Book 6 Chapter 7	Book 4 Chapter 6, 14 Book 5 Chapter 16 Book 6 Chapter 7	Math Pro Supplementary Chapter coming 2025							
		0.9	connect days of the week to familiar events and daily routines (e.g., the class timetable).	1.16	identify how the passing of time is measured in years, months, weeks, days, hours	2.22	name and order the months and seasons, and describe the duration of familiar events using months, weeks, days, and hours	3.24	identify the duration of events using years, months, weeks, days, hours, minutes, and seconds	4.25	use the metric measurement system to explore relationships between units	5.25	use the metric measurement system to explore relationships between units, including relationships represented by benchmark fractions and decimals	6.23	convert between common metric units for length, mass (weight), and capacity, and use decimals to express parts of wholes in measurements	7.29	convert between metric units of length, mass (weight), and capacity, using whole numbers and decimals to express parts of a unit (e.g., 724 g = 0.724 kg)	8.28	convert between metric measurement units, including square units
		Book KA Chapter 9 Book 1 Chapter 18 (naming days of the week)	Book 1 Chapter 18 Book 2 Chapter 13 Unit 3.1, 3.2	Book 1 Chapter 18 Unit 1.3 Book 2 Chapter 13 Unit 3.1, 3.2 Math Pro - Book 2 Chapter 13 Unit 3A Book 3 Chapter 12 Unit 2.1	Book 1 Chapter 18 Unit 1.3 Book 2 Chapter 13 Unit 3.1, 3.2 Book 3 Chapter 12 Unit 1.1 - 1.4, Unit 2.1	Math Pro - Book 5 Chapter 3A More Fractions Unit 5	Book 2 Chapter 3.4,5 Book 3 Chapter 8, 9,10,12 Book 4 Chapter 6, 15 Book 5 Chapter 17 Book 6 Chapter 7	Book 2 Chapter 3 Unit 2.2 (Length) Book 3 Chapter 3 Unit 2.2 (Length) Book 3 Chapter 4 Unit 2.2 (Length) Book 3 Chapter 10 Unit 2.1 (Capacity) Book 4 Chapter 15 Unit 2.1 (Time)	Book 2 Chapter 3.4,5 Book 3 Chapter 8, 9,10,12 Book 4 Chapter 6, 15 Book 5 Chapter 17 Book 6 Chapter 7	Book 2 Chapter 3 Unit 2.2 (Length) Book 3 Chapter 4 Unit 2.2 (Length) Book 3 Chapter 10 Unit 2.1 (Capacity) Book 4 Chapter 15 Unit 2.1 (Time)	Book 4 Chapter 6 Unit 1.3 Book 4 Chapter 10 Unit 2.1 Math Pro - Book 5 Chapter 3A L 5.1 - 5.4 Book 6 Chapter 7	Book 4 Chapter 6 Unit 1.3 Book 4 Chapter 10 Unit 2.1 Math Pro - Book 5 Chapter 3A L 5.1 - 5.4 Book 6 Chapter 7							
		1.17	tell the time to the hour using the language of 'o'clock'	2.23	tell the time to the hour and half-hour, using the language of 'past' and 'o'clock'	3.25	tell the time to the hour, half-hour, and quarter past and quarter to the hour	4.27	tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour'	5.27	describe the differences in duration between units of time (e.g., days and weeks, months, and years), and solve duration-of-time problems involving 'am' and 'pm' notation	6.25	convert between units of time and solve duration-of-time problems, in both 12- and 24-hour time systems	7.30	find speed, given distance and time	8.29	find distance, given speed and time; or time, given distance and speed		
		Book 1 Chapter 18 Unit 2.1		Book 1 Chapter 18 Unit 2.1, 2.2	Book 1 Chapter 18 Unit 2.1, 2.2	Book 2 Chapter 13 Unit 1.1 Book 1 Chapter 18 Unit 2.1, 2.2	Book 2 Chapter 13 Unit 1.1 Book 1 Chapter 18 Unit 2.1, 2.2	Book 2 Chapter 13 Unit 1.1 Book 1 Chapter 18 Unit 2.1, 2.2	Book 2 Chapter 12 Unit 2.1, 2.2 Book 3 Chapter 12 Unit 1.2	Book 3 Chapter 12 Unit 1.2, 1.3, 3.1 Book 4 Chapter 15 Unit 3.1-3.4	Book 4 Chapter 15 Unit 4.1, 4.2	Book 4 Chapter 15 Unit 4.1 - 4.2							
		2.24	visualise, estimate, and measure the perimeter and area of 2D shapes, using informal units.	3.26	visualise, estimate, and measure: - the perimeter of polygons using metric units - the area of 2D shapes using squares of identical size - the volume of rectangular prisms (cuboids) by filling them with identical 3D blocks.	4.28	visualise, estimate, and measure: - the perimeter of polygons, using metric units (cm and m) - the area of shapes covered with squares or half squares	5.28	visualise, estimate, and calculate: - the perimeter of regular polygons (in m, cm, and mm) - the area of shapes covered with squares or partial squares	6.26	visualise, estimate, and calculate the area of rectangles and right-angled triangles (in cm ² and m ²) and the volume of rectangular prisms (in cm ³), by applying multiplication.	7.33	calculate the perimeter and area of composite shapes composed of triangles and rectangles.	8.32	calculate the volume of triangular prisms and shapes composed of rectangular prisms.				
		Math Pro -Book 2 Chapter 2A Unit 1.1, 2.1 Book 4 Chapter 14 Unit 1.1, 1.2 Book 5 Chapter 16 Unit 1.1	Math Pro -Book 3 Chapter 14A Unit 1.1 - 3.2 Book 4 Chapter 14 Unit 1.1, 1.2 Book 5 Chapter 16 Unit 1.1, 1.3, 1.4 Book 6 Chapter 16 Unit 2.1, 2.2 Math Pro - Book 5 Chapter 16B Unit 1.2	Book 4 Chapter 14 Book 5 Chapter 16 Unit 1.1, 1.3, 1.4 Math Pro - Book 5 Chapter 16B Unit 1.2, 2.1	Book 5 Chapter 16 Unit 2.2 Math Pro - Book 6 Chapter 14A Unit 2	Book 4 Chapter 14 Book 5 Chapter 16 Unit 1.1, 1.3, 1.4 Math Pro - Book 5 Chapter 16B Unit 1.2, 2.1	Book 5 Chapter 16 Unit 2.2 Math Pro - Book 6 Chapter 14A Unit 2	Book 4 Chapter 14 Book 5 Chapter 16 Unit 1.1, 1.3, 1.4 Math Pro - Book 5 Chapter 16B Unit 1.2, 2.1	Book 5 Chapter 16 Unit 2.2 Math Pro - Book 6 Chapter 14A Unit 2	Book 4 Chapter 14 Math Pro - Book 6 Chapter 14A Unit 2.4	Math Pro - Book 6 Chapter 14B Unit 2.1, 2.2.								
		0.10	Identify, sort by one feature, and describe familiar 2D shapes	1.18	Identify, describe, and sort familiar 2D and 3D shapes presented in different orientations, including triangles, circles, rectangles (including squares), cubes, cylinders, and spheres	2.25	Identify, describe, and sort 2D and 3D shapes, including ovals, semicircles, polygons (e.g., hexagons, pentagons), rectangular prisms (cuboids), pyramids, hemispheres, and cones, using the attributes of shapes	3.27	Visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes	4.29	Identify, classify, and describe the attributes of polygons (including triangles and quadrilaterals) using properties of shapes, including line and rotational symmetry	5.29	Identify, classify, and describe the attributes of: - regular and irregular polygons, using edges, vertices, and angles - prisms, using cross sections, faces, edges, and vertices	6.27	Identify, classify, and explain similarities and differences between: - 2D shapes, including different types of triangle - prisms and pyramids	7.34	Classify and name shapes based on their attributes (e.g., triangles, pyramids)	8.33	Describe triangles, quadrilaterals, and other polygons in relation to their sides, diagonals, and angles
		KA Chapter 10 Book 1 Chapter 8 Unit 1.1, 1.3	Book 1 Chapter 8 Unit 1.1 - 1.3 Book 1 Chapter 9 Unit 1.1 - 1.2	Book 2 Chapter 16 Unit 2.3 Book 2 Chapter 17 Unit 1.1 - 1.4	Book 2 Chapter 16 Book 2 Chapter 17 Book 3 Chapter 14 Unit 1.1, 1.2	Book 4 Chapter 12 Unit 1.3, 2.1, 2.2	Book 3 Chapter 14 Unit 1.1, 1.2 Book 5 Chapter 5 Unit 1.1, 2.1	Book 3 Chapter 14 Unit 1.1, 1.2 Book 5 Chapter 5 Unit 1.1, 2.1	Book 4 Chapter 13 Unit 1.1 Book 4 Chapter 13 Unit 1.1	Book 2 Chapter 16 Unit 2.3 Book 4 Chapter 13 Unit 1	Book 1 Chapter 8 Unit 1.1 - 1.3 Book 1 Chapter 9 Unit 1.1 - 1.2 Book 2 Chapter 16	Book 4 Chapter 12 Unit 1.3 Book 6 Chapter 5 Unit 1.1, 2.1.							
3.28	Identify right angles in shapes and objects	4.30	compare angles in 2D shapes, classifying them as equal to, smaller than, or larger than a right angle	5.30	Identify and describe parallel and perpendicular lines, including those forming the sides of polygons	6.28	Identify and describe the interior angles of triangles and quadrilaterals	7.35	Identify and describe angles at a point, angles on a straight line, and vertically opposite angles	8.34	reason about unknown angles in situations involving angles at a point, angles on a straight line, vertically opposite angles, and interior angles of triangles and quadrilaterals								
Book 3 Chapter 13 Unit 2.1	Book 3 Chapter 13 Unit 2.1	Book 5 Chapter 5 Unit 1.1, 2.1	Book 5 Chapter 6 Book 6 Chapter 5 Unit 1.2	Book 5 Chapter 4 Unit 1.1 - 1.3	Book 5 Chapter 4 Unit 1.1 - 1.3 Math Pro Supplementary Chapter coming 2025														
0.1	compose by trial and error a target shape using smaller shapes, and decompose a shape into smaller shapes	1.19	anticipate which smaller shapes might be used to compose a target shape, and then check by making the shape	2.26	anticipate which smaller shapes might be used to compose and decompose a target shape, and then check by making the shape	3.29	compose and decompose 2D shapes using the attributes of shapes (e.g., lines of symmetry), other shapes, side lengths, and angles	4.31	Identify the 2D shapes that compose 3D shapes (e.g., a triangular prism is made from two triangles and three rectangles)	5.31	visualise 3D shapes and connect them with nets, 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives	6.29	visualise and draw nets for rectangular prisms	7.36	visualise, construct, and draw plan views for front, back, left, right, and top views of 3D shapes	8.35	visualise and draw nets for prisms with a fixed cross section		
KB Chapter 14 Book 1 Chapter 8 Unit 2.2 Math Pro - Book 2 Chapter 16 Unit 2A.2	KB Chapter 14 Book 1 Chapter 8 Unit 2.2	Book 1 Chapter 8 Unit 2.2 Math Pro - Book 2 Chapter 16 Unit 2A.2	Book 1 Chapter 8 Unit 2.2 Math Pro - Book 3 Chapter 14 Unit 4A	Book 4 Chapter 13 Unit 2.1	Book 4 Chapter 13 Unit 2.1 Math Pro - Book 5 Chapter 15, 1.2A	Book 4 Chapter 13 Unit 2.1 Math Pro - Book 5 Chapter 15, 1.2A	Book 3 Chapter 13 Unit 2.1	Book 4 Chapter 13 Unit 2.1	Math Pro Supplementary Chapter coming 2025	Book 4 Chapter 13 Unit 2.2.1									
1.20	flip, slide, and turn 2D shapes to make a pattern	2.27	recognise lines of symmetry in patterns or pictures, and create or complete symmetrical pictures or patterns	3.30	predict the result of a one-step transformation (reflection, translation, or rotation) on 2D shapes	4.32	visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D shape	5.32	resize (enlarge or reduce) a 2D shape	6.3	visualise, create, and describe 2D geometric patterns and tessellations, using rotation, reflection, and translation and identifying the properties of shapes	7.37	transform 2D shapes, including composite shapes, by resizing by a whole number or unit fraction	8.36	recognise the invariant properties of 2D and 3D shapes under different transformations				
Math Pro - Book 1 Chapter 8A Unit 1-4	Book 2 Chapter 16 Unit 3.1, 3.2 Book 3 Chapter 14 Unit 2.1	Math Pro -Book 3 Chapter 15A	Math Pro -Book 4 Chapter 12A L 1 & 2 Book 6 Chapter 10 Unit 2.1 - 2.3	Math Pro - Book 5 Chapter 15, 1.2A	Math Pro - Book 6 Chapter 10 L 3A Book 6 Chapter 15A Tessellations														
0.1	follow instructions to move to a familiar location or locate an object.	1.21	follow and give instructions to move to a familiar location or locate an object	2.28	follow and give instructions to move people or objects to a different location, using direction, distances (e.g., number of steps), and half and quarter turns	3.31	follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location	4.33	use grid references to identify regions and plot positions on a grid map	5.33	interpret and create grid maps to plot positions and pathways, using grid references and directional language, including the four main compass points.	6.31	interpret and create grid references and simple scales on maps	7.38	interpret and communicate the location of positions and pathways using coordinates, angle measures, and the 8 main and halfway compass points (e.g., NE, which is 45° E from N).	8.37	use map scales, compass points, distance, and turn to interpret and communicate positions and pathways in coordinate systems and grid reference systems.		
Book 1 Chapter 5 Unit 2.1, 2.2	Book 1 Chapter 5 Unit 2.1, 2.2	Book 1 Chapter 5 Unit 2.1 Book 2 Chapter 14 Unit 1.2	Book 3 Chapter 15 Math Pro -Book 3 Chapter 15 Unit 2.2A	Book 3 Chapter 15 Unit 2.1, 2.1, 2.2 Math Pro -Book 4 Chapter 9 Unit 2A	Book 3 Chapter 15 Unit 2.1, 2.2 Book 4 Chapter 9 Unit 1.1, 1.2, 1.3 Math Pro - Book 5 Chapter 15 Unit 3A	Book 3 Chapter 15 Unit 2.1, 2.2 Book 4 Chapter 9 Unit 1.1, 1.2, 1.3	Book 3 Chapter 15 Unit 2.1, 2.2 Book 4 Chapter 9 Unit 1.1, 1.2, 1.3	Book 3 Chapter 15 Unit 2.1, 2.2 Book 4 Chapter 9 Unit 1.1, 1.2, 1.3	Book 3 Chapter 15 Unit 2.1, 2.2 Book 4 Chapter 9 Unit 1.2, 1.3, 2.1	Math Pro Supplementary Chapter coming 2025									

		Phase One Years 0-3 Progress Steps			Phase Two Years 4-6 Progress Steps			Phase Three Years 7 - 8 Progress Steps		
		During the first 6 months	During the first year	During the second year	During the third year	During year 4	During year 5	During year 6	During year 7	During year 8
STATISTICS	Problem		1.23 pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show Math Pro Supplementary Chapter coming 2025	2.30 pose a summary investigative question about a group for which the data will have categorical variables, and anticipate what the data might show (e.g., which outcomes might be more frequent than others) Math Pro Supplementary Chapter coming 2025	3.33 pose a summary investigative question about an everyday situation, using categorical data and discrete numerical (whole number) data. Identify the variable and group of interest, and anticipate what the data might show Math Pro Supplementary Chapter coming 2025	4.34 use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by: – posing an investigative question that can be answered with data – making conjectures or assertions about expected Math Pro Supplementary Chapter coming 2025	5.34 use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by: – posing an investigative question that can be answered with data – making conjectures or assertions about expected findings Math Pro Supplementary Chapter coming 2025	6.32 use multivariate data to investigate summary, comparison, and time-series situations, by: – posing an investigative question that can be answered with data – making conjectures or assertions about expected findings Math Pro Supplementary Chapter coming 2025	7.39 investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for patterned categorical data by: – posing an investigative question about a local community matter – making conjectures or assertions about expected findings Math Pro Supplementary Chapter coming 2025	8.38 investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations by: – posing an investigative question about a local community matter – making conjectures or assertions about expected findings Math Pro Supplementary Chapter coming 2025
	Plan		1.24 plan to collect data by making observations or questioning others, and discuss how the data-gathering process might affect people Math Pro Supplementary Chapter coming 2025	2.31 plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people Math Pro Supplementary Chapter coming 2025	3.34 plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people Math Pro Supplementary Chapter coming 2025	4.35 plan how to collect primary data to support answering the investigative question, including: – deciding on the group of interest – deciding on the variable or variables for which data will be collected – taking account of ethical practices in data collection Math Pro Supplementary Chapter coming 2025	5.35 plan how to collect primary data to support answering the investigative question, including: – deciding on the group of interest – deciding on the variable or variables for which data will be collected – taking account of ethical practices in data collection Math Pro Supplementary Chapter coming 2025	6.33 plan how to collect primary data or how to use provided data, including identifying the variables of interest and, for provided data: – identifying who the data was collected from – identifying the original investigator's purpose for collecting the data – deciding if the source is reliable (e.g., by checking if survey questions appear to be biased towards a Math Pro Supplementary Chapter coming 2025	7.40 plan how to collect or source data to answer the investigative question, including: – determining or identifying the variables needed – planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected – identifying the group of interest or who the data was collected from Math Pro Supplementary Chapter coming 2025	8.39 plan how to collect or source data to answer the investigative question, including: – determining or identifying the variables needed – planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected – identifying the group of interest or who the data was collected from Math Pro Supplementary Chapter coming 2025
	Data		1.25 collect categorical data for one variable Math Pro Supplementary Chapter coming 2025	2.32 collect categorical data for more than one variable Math Pro Supplementary Chapter coming 2025	3.35 collect, record, and sort data, or use secondary data sources provided by someone else Math Pro Supplementary Chapter coming 2025	4.36 use a variety of tools to collect the data, and check for errors in it Math Pro Supplementary Chapter coming 2025	5.36 use a variety of tools to collect the data, and check for errors in it, and correct them by re-collecting the data, if possible Math Pro Supplementary Chapter coming 2025	6.34 collect primary data and check for errors, and provide information about variables in secondary data (e.g., how data was collected for them and possible outcomes for them) Math Pro Supplementary Chapter coming 2025	7.41 collect primary data or gather information about variables in sourced data, create a simple informal data dictionary, and check for errors Math Pro Supplementary Chapter coming 2025	8.40 collect or source data, including: – Checking for errors and following up and correcting them when possible – creating an informal data dictionary with information that will help others know about the context Math Pro Supplementary Chapter coming 2025
	Analysis		1.26 create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, giving the frequency for each category KA Chapter 3 Book 1 Chapter 14 Unit 2.1 - 3.1	2.33 create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, comparing the frequencies of categories KA Chapter 3 Book 1 Chapter 14 L2.1 - 3.1 Book 2 Chapter 15 L1.1 - 2.1	3.36 create and make statements about data visualisations (e.g., pictures, graphs, dot plots, bar graphs) for the categorical and discrete numerical data KA Chapter 3 Book 1 Chapter 14 L2.1 - 3.1 Book 2 Chapter 15 L1.1 - 2.1 Book 3 Chapter 7	4.37 create and describe data visualisations to make meaning from the data, with statements including the name of the variable Math Pro Supplementary Chapter coming 2025	5.37 create and describe data visualisations to make meaning from the data, with statements including the names of the variable and group of interest Math Pro Supplementary Chapter coming 2025	6.35 create and describe a variety of data visualisations to make meaning from the data, identifying features, patterns, and trends in context, and including the variable and group of interest Math Pro Supplementary Chapter coming 2025	7.42 create data visualisations for the investigation Math Pro Supplementary Chapter coming 2025	8.41 create data visualisations for the investigation, using multiple visualisations to provide different views of the data Math Pro Supplementary Chapter coming 2025
	Conclusion		1.27 choose from given options the statements that best answer the investigative question Math Pro Supplementary Chapter coming 2025	2.34 choose from given options the statements that best answer the investigative question Math Pro Supplementary Chapter coming 2025	3.37 choose from given options the statements that best answer the investigative question, reflect on findings, and compare them with anticipated outcomes Math Pro Supplementary Chapter coming 2025	4.38 choose descriptive statements that best answer the investigative question, reflecting on findings and how they compare with initial conjectures or assertions Math Pro Supplementary Chapter coming 2025	5.38 answer the investigative question, comparing findings with initial conjectures or assertions and their existing knowledge of the world Math Pro Supplementary Chapter coming 2025	6.36 answer the investigative question, comparing findings with initial conjectures or assertions and their existing knowledge of the world Math Pro Supplementary Chapter coming 2025	7.43 communicate findings in context to answer the investigative question, using evidence from analysis and comparing findings to initial conjectures or assertions and their existing knowledge of the world Math Pro Supplementary Chapter coming 2025	8.42 communicate findings in context to answer the investigative question, using evidence from analysis, considering possible explanations for findings, and comparing findings to initial conjectures or assertions and their existing knowledge of the world Math Pro Supplementary Chapter coming 2025
	Statistical Literacy		1.28 agree or disagree with others' statements about simple data visualisations (e.g., pictures, graphs, dot plots). Math Pro Supplementary Chapter coming 2025	2.35 match statements made by others with features in simple data visualisations, and agree or disagree with the statements. Math Pro Supplementary Chapter coming 2025	3.38 identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them. Math Pro Supplementary Chapter coming 2025	4.39 check the statements that others make about data to see if they make sense, using information to clarify or correct statements where needed. Math Pro Supplementary Chapter coming 2025	5.39 check and, if necessary, improve the statements others make about data, including data from two or more sources. Math Pro Supplementary Chapter coming 2025	6.37 identify, explain, check, and, if necessary, improve features in others' data visualisations (e.g., biased survey questions, misleading information or statements). Math Pro Supplementary Chapter coming 2025	7.45 evaluate the findings of others to check if their claims or statements are supported by the data visualisations they use. Math Pro Supplementary Chapter coming 2025	8.44 evaluate the data-collection methods, data visualisations, and findings of others' statistical investigations to see if their claims are reasonable. Math Pro Supplementary Chapter coming 2025
PROBABILITY	Probability Investigations	1.29 engage in stories or games that involve chance-based situations and: – decide if something will happen, won't happen, or might happen – identify possible and impossible outcomes (e.g., for what might happen next). Math Pro Supplementary Chapter coming 2025	2.36 engage in chance-based investigations about games and everyday situations to: – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) Math Pro Supplementary Chapter coming 2025	3.39 engage in chance-based investigations about games and everyday situations to: – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – finding probabilities as fractions – answering the investigative question – reflecting on anticipated outcomes Math Pro Supplementary Chapter coming 2025	4.40 engage in chance-based investigations with equally likely outcomes by: – posing an investigative question – anticipating and then identifying possible outcomes for the investigative question – generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome – creating data visualisations for possible outcomes – describing what these visualisations show – finding probabilities as fractions – answering the investigative question – reflecting on anticipated outcomes Math Pro Supplementary Chapter coming 2025	5.40 engage in chance-based investigations, including those with not equally likely outcomes, by: – posing an investigative question – anticipating and then identifying possible outcomes for the investigative question – generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome – creating data visualisations for possible outcomes – describing what these visualisations show – finding probabilities as fractions – answering the investigative question – reflecting on anticipated outcomes – (at year 4) comparing findings from the probability experiment and associated theoretical probabilities, if the theoretical model exists Math Pro Supplementary Chapter coming 2025	6.38 engage in chance-based investigations, including those with not equally likely outcomes, by: – posing an investigative question – anticipating and then identifying possible outcomes for the investigative question – generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome – creating data visualisations for possible outcomes – describing what these visualisations show – finding probabilities as fractions – answering the investigative question – reflecting on anticipated outcomes – (at year 4) comparing findings from the probability experiment and associated theoretical probabilities, if the theoretical model exists Math Pro Supplementary Chapter coming 2025	7.46 plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools, by: – posing an investigative question – anticipating what outcomes are possible and which of them are more or less likely to occur – identifying and systematically listing possible answers to the investigative question – collecting and recording data – creating data visualisations for the distribution of observed outcomes – describing what these visualisations show – finding probabilities as fractions – answering the investigative question – reflecting on anticipated outcomes – identifying similarities and differences between their findings and those of others – reflecting on anticipated outcomes – comparing findings from the probability experiment and associated theoretical probabilities, as appropriate Math Pro Supplementary Chapter coming 2025	8.45 plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools, by: – posing an investigative question – anticipating what outcomes are possible and which of them are more or less likely to occur – identifying and systematically listing possible answers to the investigative question – collecting and recording data – creating data visualisations for the distribution of observed outcomes and for all possible outcomes for theoretical probability models, where they exist – describing what these visualisations show – finding the probability estimates for the different outcomes – answering the investigative question – identifying similarities and differences between their findings and those of others – reflecting on anticipated outcomes – identifying similarities and differences between findings from the probability experiment and associated theoretical probabilities, as appropriate Math Pro Supplementary Chapter coming 2025	
	Critical Thinking in Probability		2.37 agree or disagree with the statements made by others about chance-based situations. Math Pro Supplementary Chapter coming 2025	3.40 explain and question statements about chance-based situations, with reference to data. Math Pro Supplementary Chapter coming 2025	4.41 agree or disagree with others' conclusions about chance-based investigations. Math Pro Supplementary Chapter coming 2025	5.41 evaluate others' statements about chance-based investigations, with justification. Math Pro Supplementary Chapter coming 2025	6.39 identify, explain, and check others' statements about chance-based investigations, referring to evidence. Math Pro Supplementary Chapter coming 2025	7.47 identify, explain, and check others' statements about chance-based investigations, referring to evidence. Math Pro Supplementary Chapter coming 2025	8.46 identify, explain, and check others' statements about chance-based investigations, referring to evidence. Math Pro Supplementary Chapter coming 2025	