

## Phase Two Years 4-6 Progress Steps

During year 4

During year 5

During year 6

### NUMBER

	During year 4	During year 5	During year 6
Number Structure	4.1 skip count from any multiple of 100, forwards or backwards in <b>Book 3 Chapter 1 Unit 1.1, 2.2</b> <b>Math Pro -Book 4 Chapter 1 Unit 2.1B</b>		
	4.2 identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure <b>Book 4 Chapter 1 Unit 1.1 , 2.1</b>	5.1 identify, read, write, compare, and order whole numbers up to 100,000, and represent them using base 10 structure <b>Book 5 Chapter 1 Unit 1.1 - 1.3</b>	6.1 identify, read, write, compare, and order whole numbers up to 1,000,000, and represent them using base 10 structure <b>Book 5 Chapter 1 Unit 1.1 , 1.2</b>
		5.2 identify factors of numbers up to 100 <b>Book 5 Chapter 1 Unit 4.1</b>	6.2 identify square numbers and factors of numbers up to 125 <b>Book 5 Chapter 1 Unit 6.2</b> <b>Book 5 Chapter 1 Unit 4.1 (only up to 100)</b> <b>Math Pro - Book 6 Chapter 1 Unit 1A.1, 1A.2</b>
Operations	4.3 use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations <b>Book 3 Chapter 2 Unit 2.5 (add)</b> <b>Book 3 Chapter 2 Unit 3.4 (subtract)</b> <b>Book 3 Chapter 4 Unit 1.7 (Products)</b> <b>Book 4 Chapter 3 Unit 1.5</b> <b>Book 3 Chapter 4 Unit 3.3 (Quotient)</b> <b>Book 4 Chapter 3 Unit 2.4</b>	5.3 use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations <b>Book 3 Chapter 4 Unit 1.7, 3.3 3.2</b> <b>Book 4 Chapter 3 Unit 2.1, 2.2</b>	6.3 use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations <b>Book 4 Chapter 1 Unit 3.2, 3.3, 3.4</b> <b>Book 4 Chapter 2 Unit 1.5, 2.6</b> <b>Book 4 Chapter 3 Unit 1.5, 2.4</b> <b>Book 5 Chapter 1 Unit 2.1, 2.2</b> <b>Book 5 Chapter 2 Unit 1.5, 2.5</b> <b>Book 6 Chapter 1 Unit 1.4, 1.5, 1.6</b> <b>Book 6 Chapter 2 Unit 1.3, 2.3</b>
	4.4 round whole numbers to the nearest thousand, hundred, or ten <b>Book 3 Chapter 1 Unit 3.2, 3.3</b> <b>Book 4 Chapter 1 Unit 3.2, 3.3, 3.4</b> <b>Book 4 Chapter 10 Unit 3.1 ( and round tenths to the nearest whole number)</b>	5.4 round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number <b>Book 3 Chapter 1 Unit 3.2, 3.3</b> <b>Book 4 Chapter 1 Unit 3.2, 3.3, 3.4</b> <b>Book 4 Chapter 10 Unit 3.1, 3.2</b>	6.3 round whole numbers to a specified power of 10, and round tenths and hundredths to the nearest whole number or one <b>Book 5 Chapter 1 Unit 2.1, 2.2</b> <b>Book 3 Chapter 1 Unit 3.2, 3.3</b> <b>Book 4 Chapter 1 Unit 3.2, 3.3, 3.4</b> <b>Book 4 Chapter 10 Unit 3.1</b> <b>Book 4 Chapter 10 Unit 3.1, 3.2</b>
	4.5 add and subtract two- and three-digit numbers <b>Book 3 Chapter 2 Unit 1.1, 1.2 (Without renaming)</b> <b>Book 3 Chapter 2 Unit 2.1 - 2.4 (with renaming)</b> <b>Book 3 Chapter 2 Unit 3.1 - 3.3 (with renaming)</b>	5.5 add and subtract whole numbers up to 10,000 <b>Book 4 Chapter 2 Unit 1.1 - 1.4, 2.1 - 2.5</b>	6.3 add and subtract any whole numbers <b>Book 4 Chapter 2 (up to 10 000)</b>
	4.6 recall multiplication and corresponding division facts for 4s and 6s <b>Math Pro - Book 4 Chapter 3 Unit A</b>	5.6 recall multiplication facts for 7s, 8s, and 9s and corresponding division facts <b>Book 5 Chapter 1 Unit 4.1, 4.2, Unit 5.1, 5.2</b> <b>Math Pro - Book 5 Chapter 1 Unit A</b>	6.4 recall multiplication facts to at least $10 \times 10$ and corresponding division facts <b>Book 4 Chapter 3 Unit 1.2</b> <b>Book 5 Chapter 2 Unit 1.4</b> <b>Math Pro - Book 6 Chapter 1 Unit A</b>
	4.7 multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., $23 \times 5$ , $7 \times 8$ ) <b>Book 3 Chapter 4 Unit 1.2, 1.3 1.4, 1.5, 1.6</b> <b>Book 4 Chapter 3 Unit 1.1</b> <b>Book 3 Chapter 3</b>	5.7 multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., $245 \times 6$ , $34 \times 83$ ) <b>Book 4 Chapter 2 Unit 1.1 - 1.4, 2.1 - 2.5</b>	6.5 multiply multi-digit whole numbers (e.g., $54 \times 112$ ) <b>Book 4 Chapter 3 Unit 1.4</b> <b>Book 5 Chapter 2 Unit 1.1, 1.2, 1.4</b> <b>Book 6 Chapter 2 Unit 1.1, 1.2</b>

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Operations cont...	4.8 divide up to a three-digit whole number by a one-digit divisor, with no remainder (e.g., $65 \div 5$ )  <b>Book 3 Chapter 4 Unit 3.1, 3.2</b> <b>Book 4 Chapter 3 Unit 2.1, 2.2</b>	5.8 divide up to a three-digit whole number by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$ , remainder 3)  <b>Book 4 Chapter 3 Unit 1.2</b> <b>Book 5 Chapter 2 Unit 1.4</b>	6.5 divide up to a four-digit whole number by a one-digit divisor, with a remainder (e.g., $198 \div 7$ , $4154 \div 8$ )  <b>Book 3 Chapter 4 Unit 3.2</b> <b>Book 4 Chapter 2 Unit 1.1, 1.2</b> <b>Book 5 Chapter 2 Unit 2.3</b>
			6.5 use the order of operations rule with grouping, addition, subtraction, multiplication, and division  <b>Book 5 Chapter 2 Unit 3.1, 3.2, 3.3, 3.4</b>
Rational numbers	4.9 identify, read, write, and represent tenths as fractions and decimals  <b>Book 4 Chapter 10 Unit 1.1, 1.2, 1.6, 1.7</b>	5.9 identify, read, write, and represent tenths and hundredths as fractions and decimals  <b>Book 4 Chapter 10</b>	6.7 identify, read, write, and represent fractions, decimals (to two places), and related percentages  <b>Book 4 Chapter 4 (Fractions)</b> <b>Book 4 Chapter 10 (Decimals)</b>
	4.10 compare and order tenths as fractions and decimals, and convert decimal tenths to fractions (e.g., $0.3 = \frac{3}{10}$ )  <b>Book 4 Chapter 10 Unit 1.9, 1.10</b>	5.10 compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions  <b>Book 4 Chapter 10</b>	6.8 compare and order fractions, decimals (to two places), and percentages, and convert decimals and percentages to fractions  <b>Book 4 Chapter 4</b> <b>Book 6 Chapter 12</b>
	4.11 divide whole numbers by 10 to make decimals  <b>Book 6 Chapter 6 Unit 2.1</b>	5.11 divide whole numbers by 10 and 100 to make decimals  <b>Book 6 Chapter 6 Unit 2.1, 2.2, 2.4</b>	6.9 multiply and divide numbers by 10 and 100 to make decimals and whole numbers (e.g., $1.3 \times 10 = 13$ )  <b>Book 6 Chapter 6 Unit 1.1, 1.2, 1.4, 1.5 (multiply)</b> <b>Book 6 Chapter 6 Unit 2.1, 2.2, 2.4 (divide)</b>
	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 simplest form (e.g., $\frac{2}{6} = \frac{1}{3}$ , which is the simplest form)  <b>Book 3 Chapter 11 Unit 1.2</b> <b>Book 3 Chapter 11 Unit 2.1 - 2.4</b>	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  <b>Book 3 Chapter 11 Unit 1.2</b> <b>Book 3 Chapter 11 Unit 2.1 - 2.4</b>	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  <b>Book 3 Chapter 11 Unit 1.2</b> <b>Book 3 Chapter 11 Unit 2.1 - 2.4</b>
	4.13 convert (using number lines) between mixed numbers and improper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10  <b>Book 4 Chapter 4 Unit 2.2, 2.3</b>	5.13 convert between mixed numbers and improper fractions with denominators of up to 10  <b>Book 4 Chapter 4 Unit 2.2, 2.3</b>	6.11 convert between mixed numbers and improper fractions  <b>Book 4 Chapter 4 Unit 2.2, 2.3</b>
	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., $\frac{1}{2}$ of 40)  identify, from a unit fraction part of a set, the whole set  <b>Book 4 Chapter 5 Unit 3.1, 3.2</b>	5.14 find a fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g., $\frac{2}{3}$ of 24)  identify, from a fractional part of a set, the whole set  <b>Book 5 Chapter 3 Unit 3.1, 3.2</b> <b>Math Pro - Book 5 Chapter 3A Unit 3, Unit 4</b>	6.12 find a fraction or percentage of a whole number where the answer is a whole number (e.g., $\frac{2}{3}$ of 48; 30% of \$150)  identify, from a fractional part of a set, the whole set  <b>Book 4 Chapter 5 Unit 3.1, 3.2</b> <b>Book 6 Chapter 12 Unit 3.1</b>

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Rational Numbers cont...	4.15 add and subtract fractions with the same denominators to make up to one whole (e.g., $\frac{3}{8} + \frac{3}{8} + \frac{2}{8} = \frac{8}{8} = 1$ ) <b>Book 3 Chapter 11 Unit 3.1, 4.1</b>	5.15 add and subtract fractions with the same denominators, including to make more than one whole <b>Book 4 Chapter 5 Unit 1.1, 1.2, 2.1 - 2.4</b>	6.13 add and subtract fractions with the same or related denominators (e.g., $\frac{1}{4} + \frac{1}{8}$ ) <b>Book 4 Chapter 5 Unit 1.1, 1.2, 2.1 - 2.4</b>
	4.16 add and subtract decimals to one decimal place (e.g., $1.3 + 0.2 = 1.5$ ) <b>Book 5 Chapter 9 Unit 1.1, 1.2, 1.3</b> <b>Book 5 Chapter 9 Unit 2.1, 2.2</b>	5.16 add and subtract whole numbers and decimals to two decimal places (e.g., $32.55 - 21.21 = 11.34$ ) <b>Book 4 Chapter 5 Unit 1.1, 1.2</b>	6.14 add and subtract whole numbers and decimals to two decimal places (e.g., $250.11 + 135.29 = 385.4$ ) <b>Book 5 Chapter 9</b>
	4.17 use doubling or halving to scale a quantity (e.g., to double or halve a recipe) <b>Math Pro - Book 2 Chapter 8 Unit 1.1A, 4.1A</b> <b>Book 4 Chapter 11 Unit 4.1 - 4.4</b> <b>Math Pro - Book 4 Chapter 11 Unit 5A</b>	5.17 use known multiplication facts to scale a quantity <b>Math Pro - Book 5 Chapter 2 Unit 1.6A</b>	6.15 use known multiplication and division facts to scale a quantity <b>Math Pro Supplementary Chapter coming 2025</b>
Financial mathematics	4.18 make amounts of money using dollars and cents (e.g., to make 3 dollars and 70 cents) <b>Book 3 Chapter 5 Unit 1.3</b>	5.18 represent money values in multiple ways using notes and coins <b>Math Pro - Book 5 Chapter 9 Unit 2.9A, 2.10A</b> <b>Book 3 Chapter 5 Unit 1.3</b>	6.16 solve problems involving purchases (e.g., ensuring they have enough money) <b>Book 3 Chapter 5 Unit 4.1, 4.2</b> <b>Book 6 Mathematical Modelling 2 (Work out budget)</b>
	4.19 estimate and calculate the total cost and change for items costing whole-dollar amounts. <b>Book 2 Chapter 11 Unit 2.1</b> <b>Book 4 Chapter 2 Unit 1.5</b> <b>Book 2 Chapter 11 Unit 2.2</b> <b>Book 4 Chapter 2 L 2.6</b>	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. <b>Book 4 Chapter 10 Unit 3.1</b> <b>Math Pro - Book 5 Chapter 9 2.9A, 2.10A</b>	6.17 calculate 10%, 25%, and 50% of whole-dollar amounts (e.g., 50% of \$280). <b>Book 6 Chapter 12 Unit 3.1, 4.1, 4.2</b>

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### ALGEBRA

Equations and relationships	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., $5 \times \_ = 20$ ; $\_ \div 3 = 6$ ) <b>Book 3 Chapter 3</b> <b>Math Pro - Book 4 Chapter 3B, 3C</b>	5.20	form and solve true or false number sentences and open number sentences involving all four operations (e.g., $674 + 56 - \_ = 671$ ) <b>Math Pro - Book 5 Chapter 2 Unit 3A &amp; 3B</b> <b>Math Pro - Book 6 Chapter 4A Unit 1.2</b>	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?)) <b>Math Pro - Book 6 Chapter 4A Unit 2.1, 2.2</b>
	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 <b>In Mindstretchers eg Book 4 Chapter 1 Unit 4.1</b>	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 <b>Math Pro - Book 5 Chapter 12A</b>	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 <b>Math Pro - Book 6 Chapter 4A Unit 1.6</b>
Algorithmic thinking	4.22	create and use an algorithm for generating a pattern or pathway. <b>Book 4 Mission Possible 1 and 2</b>	5.22	create and use an algorithm for generating a pattern, procedure, or pathway. <b>Book 5 Mission Possible 1 and 2</b>	6.20	create and use algorithms for making decisions that involve clear choices. <b>Book 5 and 6 Mission Possible</b>

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### MEASUREMENT

	During year 4	During year 5	During year 6
Measuring	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 <b>Math Pro -Book 4 Chapter 5A Unit 1</b> <b>Math Pro -Book 4 Chapter 13A Unit 1</b>	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 <b>Book 2 Chapter 3,4,5</b> <b>Book 3 Chapter 8, 9,10,12, 12 B</b> <b>Book 4 Chapter 6, 15</b> <b>Book 5 Chapter 17</b>	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 <b>Book 2 Chapter 3,4,5</b> <b>Book 3 Chapter 8, 9,10,12</b> <b>Book 4 Chapter 6, 15</b> <b>Book 5 Chapter 17</b> <b>Book 6 Chapter 7</b>
	4.24 use appropriate units to describe length, mass (weight), capacity, and time <b>Book 2 Chapter 3 Unit 2.2 (Length)</b> <b>Book 2 Chapter 4 Unit 2.2 (Length)</b> <b>Book 3 Chapter 8 Unit 2.1, 2.2 (Mass)</b> <b>Book 3 Chapter 10 Unit 2.1 (Capacity)</b>	5.24 use the appropriate tool for a measurement and the appropriate unit for the attribute being measured <b>Book 2 Chapter 3,4,5</b> <b>Book 3 Chapter 8, 9,10,12</b> <b>Book 4 Chapter 6, 15</b> <b>Book 5 Chapter 17</b>	6.22 select and use the appropriate tool for a measurement and the appropriate unit for the attribute being measured <b>Book 2 Chapter 3,4,5</b> <b>Book 3 Chapter 8, 9,10,12</b> <b>Book 4 Chapter 6, 15</b> <b>Book 5 Chapter 17</b>
	4.25 use the metric measurement system to explore relationships between units <b>Book 4 Chapter 6 Unit 1.1 (Length)</b> <b>Book 2 Chapter 13 Unit 3.2 (Time)</b> <b>Book 4 Chapter 15 Unit 2.1 (Time)</b>	5.25 use the metric measurement system to explore relationships between units, including relationships represented by benchmark fractions and decimals <b>Math Pro - Book 5 Chapter 3A More Fractions Unit 5</b>	6.23 convert between common metric units for length, mass (weight), and capacity, and use decimals to express parts of wholes in measurements <b>Book 6 Chapter 7</b>
	4.26 recognise that angles can be measured in degrees, using 90, 180, and 360 degrees as benchmarks <b>Book 4 Chapter 8 Unit 1.2</b>	5.26 describe angles using the terms acute, right, obtuse, straight, and reflex, comparing them with benchmarks of 90, 180, and 360 degrees <b>Math Pro - Book 5 Chapter 4 Unit 3A</b> <b>Math Pro - Book 5 Chapter 3A More Fractions Unit 5</b>	6.24 visualise, measure, and draw (to the nearest degree) the amount of turn in angles up to 360 degrees <b>Book 4 Chapter 8</b>
		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 <b>Book 2 Chapter 12 Unit 2.1, 2.2</b> <b>Book 3 Chapter 12 Unit 1.2</b>	6.25 convert between units of time and solve duration-of-time problems, in both 12- and 24-hour time systems <b>Book 3 Chapter 12 Unit 1.2, 1.3, 3.1</b> <b>Book 4 Chapter 15 Unit 3.1-3.4</b>
	4.27 tell the time to the nearest 5 minutes, using the language of 'minutes past the hour' and 'to the hour' <b>Book 2 Chapter 13 Unit 1.1</b> <b>Book 1 Chapter 18 Unit 2.1, 2.2</b>		
Perimeter, area, and volume	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 – the volume of shapes filled with centicubes, taking note of layers and stacking. <b>Book 4 Chapter 14</b> <b>Book 5 Chapter 16 Unit 1.1,1.3, 1.4</b> <b>Math Pro - Book 5 Chapter 16B Unit 1.2, 2.1</b>	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 – the volume of rectangular prisms filled with centicubes, taking note of layers and stacking. <b>Book 4 Chapter 14</b> <b>Book 5 Chapter 16 Unit 1.1,1.3, 1.4</b> <b>Math Pro - Book 5 Chapter 16B Unit 1.2, 2.1</b>	6.26 visualise, estimate, and calculate the area of rectangles and right-angled triangles (in cm <sup>2</sup> and m <sup>2</sup> ) and the volume of rectangular prisms (in cm <sup>3</sup> ), by applying multiplication. <b>Book 5 Chapter 16 Unit 2.2</b> <b>Math Pro - Book 6 Chapter 14A Unit 1</b> <b>Math Pro - Book 6 Chapter 14A Unit 2</b>



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### GEOMETRY

	During year 4	During year 5	During year 6
Shapes	<p>4.29 identify, classify, and describe the attributes of polygons (including triangles and quadrilaterals) using properties of shapes, including line and rotational symmetry</p> <p><b>Book 4 Chapter 12 Unit 1.3, 2.1, 2.2</b></p>	<p>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</p> <p><b>Book 3 Chapter 14 Unit 1.1, 1.2</b> <b>Book 4 Chapter 12 Unit 1.3</b> <b>Book 4 Chapter 13 Unit 1</b></p>	<p>6.27 identify, classify, and explain similarities and differences between: – 2D shapes, including different types of triangle – prisms and pyramids</p> <p><b>Book 2 Chapter 16 Unit 2.3</b> <b>Book 4 Chapter 13 Unit 1</b></p>
	<p>4.30 compare angles in 2D shapes, classifying them as equal to, smaller than, or larger than a right angle</p> <p><b>Book 3 Chapter 13 Unit 2.1</b></p>	<p>5.30 identify and describe parallel and perpendicular lines, including those forming the sides of polygons</p> <p><b>Book 5 Chapter 5 Unit 1.1, 2.1</b></p>	<p>6.28 identify and describe the interior angles of triangles and quadrilaterals</p> <p><b>Book 5 Chapter 6</b> <b>Book 6 Chapter 5 Unit 1.2</b></p>
Spatial reasoning	<p>4.31 identify the 2D shapes that compose 3D shapes (e.g., a triangular prism is made from two triangles and three rectangles)</p> <p><b>Book 4 Chapter 13 Unit 2.1</b></p>	<p>5.31 visualise 3D shapes and connect them with nets, 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives</p> <p><b>Book 3 Chapter 14 Unit 3.1</b> <b>Book 4 Chapter 13 Unit 2.1</b></p>	<p>6.29 visualise and draw nets for rectangular prisms</p> <p><b>Book 4 Chapter 13 Unit 2.1</b></p>
	<p>4.32 visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D shape</p> <p><b>Math Pro -Book 4 Chapter 12A L 1 &amp; 2</b> <b>Book 6 Chapter 10 Unit 2.1 - 2.3</b></p>	<p>5.32 resize (enlarge or reduce) a 2D shape</p> <p><b>Math Pro - Book 5 Chapter 15, L 2A</b></p>	<p>6.3 visualise, create, and describe 2D geometric patterns and tessellations, using rotation, reflection, and translation and identifying the properties of shapes that do not change</p> <p><b>Math Pro - Book 6 Chapter 10 L 3A</b> <b>Math Pro - Book 6 Chapter 15A Tessellations</b></p>
Pathways	<p>4.33 use grid references to identify regions and plot positions on a grid map</p> <p>interpret and describe pathways, including those involving half and quarter turns and the distance travelled.</p> <p><b>Book 3 Chapter 15 Unit 1.1, 2.1, 2.2</b> <b>Math Pro -Book 4 Chapter 9 Unit 2A</b></p>	<p>5.33 interpret and create grid maps to plot positions and pathways, using grid references and directional language, including the four main compass points.</p> <p><b>Book 3 Chapter 15 Unit 2.1, 2.2</b> <b>Book 4 Chapter 9 Unit 1.1, 1.2, 1.3</b> <b>Math Pro - Book 5 Chapter 15 Unit 3A</b></p>	<p>6.31 interpret and create grid references and simple scales on maps</p> <p>use directional language, including the four main compass points, turn (in degrees), and distance (in m, km) to locate and describe positions and pathways.</p> <p><b>Book 3 Chapter 15 Unit 2.1, 2.2</b> <b>Book 4 Chapter 9 Unit 1.1, 1.2, 1.3</b></p>

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### STATISTICS

	During year 4	During year 5	During year 6
<b>Problem</b>	<p>4.34 use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by:</p> <ul style="list-style-type: none"> <li>– posing an investigative question that can be answered with data</li> <li>– making conjectures or assertions about expected findings</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.34 use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by:</p> <ul style="list-style-type: none"> <li>– posing an investigative question that can be answered with data</li> <li>– making conjectures or assertions about expected findings</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>6.32 use multivariate data to investigate summary, comparison, and time-series situations, by:</p> <ul style="list-style-type: none"> <li>– posing an investigative question that can be answered with data</li> <li>– making conjectures or assertions about expected findings</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>
<b>Plan</b>	<p>4.35 plan how to collect primary data to support answering the investigative question, including:</p> <ul style="list-style-type: none"> <li>– deciding on the group of interest</li> <li>– deciding on the variable or variables for which data will be collected</li> <li>– taking account of ethical practices in data collection</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.35 plan how to collect primary data to support answering the investigative question, including:</p> <ul style="list-style-type: none"> <li>– deciding on the group of interest</li> <li>– deciding on the variable or variables for which data will be collected</li> <li>– taking account of ethical practices in data collection</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>6.33 plan how to collect primary data or how to use provided data, including identifying the variables of interest and, for provided data:</p> <ul style="list-style-type: none"> <li>– identifying who the data was collected from</li> <li>– identifying the original investigator's purpose for collecting the data</li> <li>– deciding if the source is reliable (e.g., by checking if survey questions appear to be biased towards a particular point of view)</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>
<b>Data</b>	<p>4.36 use a variety of tools to collect the data, and check for errors in it</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.36 use a variety of tools to collect the data, check for errors in it, and correct them by re-collecting the data, if possible</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>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)</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>
<b>Analysis</b>	<p>4.37 create and describe data visualisations to make meaning from the data, with statements including the name of the variable</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>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</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>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</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>
<b>Conclusion</b>	<p>4.38 choose descriptive statements that best answer the investigative question, reflecting on findings and how they compare with initial conjectures or assertions</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.38 answer the investigative question, comparing findings with initial conjectures or assertions and their existing knowledge of the world</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>6.36 answer the investigative question, comparing findings with initial conjectures or assertions and their existing knowledge of the world</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>
<b>Statistical literacy</b>	<p>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.</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.39 check and, if necessary, improve the statements others make about data, including data from two or more sources.</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>6.37 identify, explain, check, and, if necessary, improve features in others' data investigations (e.g., biased survey questions, misleading information or statements).</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>

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During year 6

### PROBABILITY

	During year 4	During year 5	During year 6
<b>Probability investigations</b>	<p>4.40 engage in chance-based investigations with equally likely outcomes by:</p> <ul style="list-style-type: none"> <li>– posing an investigative question</li> <li>– anticipating and then identifying possible outcomes for the investigative question</li> <li>– generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome</li> <li>– creating data visualisations for possible outcomes</li> <li>– describing what these visualisations show</li> <li>– finding probabilities as fractions</li> <li>– answering the investigative question</li> <li>– reflecting on anticipated outcomes</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.40 engage in chance-based investigations, including those with not equally likely outcomes, by:</p> <ul style="list-style-type: none"> <li>– posing an investigative question</li> <li>– anticipating and then identifying possible outcomes for the investigative question</li> <li>– generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome</li> <li>– creating data visualisations for possible outcomes</li> <li>– describing what these visualisations show</li> <li>– finding probabilities as fractions</li> <li>– answering the investigative question</li> <li>– reflecting on anticipated outcomes</li> <li>– (at year 6) comparing findings from the probability experiment and associated theoretical probabilities, if the theoretical model exists</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>6.38 engage in chance-based investigations, including those with not equally likely outcomes, by:</p> <ul style="list-style-type: none"> <li>– posing an investigative question</li> <li>– anticipating and then identifying possible outcomes for the investigative question</li> <li>– generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome</li> <li>– creating data visualisations for possible outcomes</li> <li>– describing what these visualisations show</li> <li>– finding probabilities as fractions</li> <li>– answering the investigative question</li> <li>– reflecting on anticipated outcomes</li> <li>– (at year 6) comparing findings from the probability experiment and associated theoretical probabilities, if the theoretical model exists</li> </ul> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>
<b>Critical thinking in probability</b>	<p>4.41 agree or disagree with others' conclusions about chance-based investigations.</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>5.41 evaluate others' statements about chance-based investigations, with justification.</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>	<p>6.39 identify, explain, and check others' statements about chance-based investigations, referring to evidence.</p> <p><b>Math Pro Supplementary Chapter coming 2025</b></p>