

# **Content Clusters - Overview**

This document includes all four stages' content clusters in one document to assist with planning (both a quick list overview of all the clusters then all the clusters in detail at the end of this document). It also includes a table that shows the progression of concepts across stages - indicating concepts that are the same or similar in each stage. This table may be of specific assistance to those teachers teaching across stages or in a multi-stage class.





#### **Early Stage 1 Overview of Content Clusters**

Content Cluster 1: Counting (developing principles of number sense) Content Cluster 2: Counting to form groups (combining amounts and building number relationships) Content Cluster 3: Sharing (division) can be used to represent fractions Content Cluster 4: Quantities can be compared through counting Content Cluster 5: Counting can be used to sequence events Content Cluster 6: Units can be sequenced through counting Content Cluster 7: Items or objects can be classified and described (sorting) Content Cluster 8: Quantities can be represented (oral, image/drawing, number, symbol) Content Cluster 9: Features of objects and shapes can be compared (e.g. size, shape) Content Cluster 10: Equal means 'the same as' Content Cluster 11: Numerals and their representations can be compared Content Cluster 12: Repeating patterns continue (starting with visual: shapes and objects) Content Cluster 13: Objects can be identified by size, space and location Content Cluster 14: Quantities can be compared (linear) using estimation Content Cluster 15: Quantities can be compared (objects) using estimation Content Cluster 16: Information can be represented visually Content Cluster 17: Number sense can be applied to count and compare money Content Cluster 18: Duration relates time to events and representations (e.g. clock)



#### **Stage 1 Overview of Content Clusters**

Content Cluster 1: Counting numbers (follow a pattern to develop number sense and place value) Content Cluster 2: Visual representation of collections allows us to compare quantities Content Cluster 3: Comparing quantities (using numbers, symbols and words) Content Cluster 4: Trusting the count: Counting can start from numbers other than one (as a starting point for addition and subtraction) Content Cluster 5: Number Representations: Numbers can be represented by words/language, images/drawings, number Content Cluster 6: Partitioning: Numbers can be partitioned in multiple ways (part-whole number knowledge) Content Cluster 7: Place Value: A number can be regrouped or renamed to aid in operating with the number (partitioning to operate with numbers) Content Cluster 8: Applies non-count-by-ones (as flexible arithmetic strategies) Content Cluster 9: One ten is ten ones (number relationships, place value) Content Cluster 10: One hundred can be regrouped as ten tens, or, one hundred ones (number relationships, place value) Content Cluster 11: Any number can be a countable unit e.g. counting by fives off the decade (e.g. relate to money) Content Cluster 12: Numbers can be represented using pairs to show odd and even Content Cluster 13: Patterns repeat or grow and the next number can be predicted (number structure) Content Cluster 14: The 'equals sign' means 'the same as' (equality and inequality) Content Cluster 15: Array structure: Multiples can be visually represented in an array (structure of number) Content Cluster 16: The 'for each' concept: For each one of these (how many rows) there are some of those (how much in each row) - multiplicative thinking Content Cluster 17: Quantities can be estimated (how much/ how many) using counting Content Cluster 18: Benchmarks can be used to estimate quantity (how much/ how many) Content Cluster 19: An object has attributes that can be measured using different processes Content Cluster 20: Repeated units provide structure: Units of measurement can be iterated (no gaps or overlaps) Content Cluster 21: Objects can be ordered based on (informal) units of measurement (e.g. size, quantity/number of cubes a container can hold)



#### Stage 1 Overview of Content Clusters cont.

Content Cluster 22: Objects can be measured and compared using formal units

Content Cluster 23: A fraction is a number that represents a relationship between parts and the whole (number relationships)

Content Cluster 24: Fractions are created through sharing - division (a fraction is less than one whole and that fractions are the result of dividing e.g sharing 2 biscuits among 4 people)

Content Cluster 25: A fraction can be represented in many ways e.g as length, area, or a collection (continuous and discrete representations)

Content Cluster 26: Shape properties remain constant even when they are moved or reorientated (transforming shapes)

Content Cluster 27: Shapes and objects are classified based on properties (describing and comparing features)

Content Cluster 28: Patterns can be created using shapes (copying, turning, flipping, sliding)

Content Cluster 29: Locating: Your position can be described in relation to other objects or landmarks

Content Cluster 30: Time can be measured in minutes and hours

Content Cluster 31: Time (duration) can be visually represented in multiple ways e.g. calendars, clocks, timetables

Content Cluster 32: Collecting data: Information can be collected and represented using numbers

Content Cluster 33: Representing data: Information can be presented visually to convey meaning (data representations)

Content Cluster 34: Events can be measured and predicted based on chance



#### **Stage 2 Overview of Content Clusters**

Content Cluster 1: Flexible counting (any number can be a countable unit) Content Cluster 2: Place value (numbers can be regrouped and renamed – partitioning) Content Cluster 3: Representing numbers (numbers can be represented and ordered based on their place value) Content Cluster 4: Number representations (numbers can be represented by words/language, images/drawings, numbers/symbols) Content Cluster 5: Comparing quantities – linear focus (numbers can be compared based on size and place value) Content Cluster 6: Comparing quantities - area/volume focus (numbers can be compared based on size and place value) Content Cluster 7: Flexible strategies for operating with numbers (numbers can be partitioned to assist with computation) Content Cluster 8: Partitioning: Part-whole number knowledge (numbers can be partitioned in multiple ways) Content Cluster 9: Money uses a many-to-one scale Content Cluster 10: The 'equals sign' means "the same as" (equality and inequality) Content Cluster 11: Number relationships – converting (one thousand can be regrouped as 10 hundreds, 100 tens, or 1000 ones) Content Cluster 12: Numbers can be represented using pairs to explore odd and even properties Content Cluster 13: Patterns repeat or grow and future terms can be predicted (number structure) Content Cluster 14: Multiples can be visually represented as an array (number structure) Content Cluster 15: The 'for each' concept – for each of these (how many rows), there are some of those (how much in each row) Content Cluster 16: A fraction is a number that represents a relationship between parts and the whole Content Cluster 17: Fractions represent division (number relationships) Content Cluster 18: Time can be measured in hours, minutes and seconds (links to fractional language) Content Cluster 19: Duration can be calculated using units of time Content Cluster 20: Time can be represented in multiple ways (e.g. calendars, timelines, timetables) Content Cluster 21: Measurements are approximations and can be represented using formal units Content Cluster 22: Benchmark numbers can be used to estimate quantities (how much/how many)



#### Stage 2 Overview of Content Clusters cont.

Content Cluster 23: Numbers and quantities can be compared using scale (links to proportionality) Content Cluster 24: Objects can be measured and compared through different representations Content Cluster 25: Shapes can be measured and compared through different representations Content Cluster 26: Shape properties remain constant even when they are moved or reorientated (transforming shapes) Content Cluster 27: Shapes and objects are classified based on properties (comparing features) Content Cluster 28: Patterns can be created using shapes (copying, rotating, translating and reflecting) Content Cluster 29: Locating and positioning is based on references (to points or one's self) Content Cluster 30: Information can be collected, represented and analysed using numbers (collecting data) Content Cluster 31: Information can be presented visually to convey meaning (data representations) Content Cluster 32: Events can be predicted, measured, and discussed based on chance



#### **Stage 3 Overview of Content Clusters**

Content Cluster 1: Place value (numbers can be regrouped and renamed – partitioning) Content Cluster 2: Representing numbers (numbers can be represented, ordered and compared based on their place value) Content Cluster 3: Comparing quantities – linear focus (numbers can be compared based on size and place value) Content Cluster 4: Comparing quantities - area/volume/mass focus (numbers can be compared based on size and place value) Content Cluster 5: Partitioning: Part-whole number knowledge (numbers can be partitioned in multiple ways) Content Cluster 6: Flexible strategies for operating with numbers (numbers can be partitioned to assist with computation) Content Cluster 7: A variety of strategies can be applied to solve word problems Content Cluster 8: Multiples can be visually represented as an array ('for each' number structure) Content Cluster 9: Reasonableness of solutions can be checked using estimation Content Cluster 10: Benchmark numbers can be used to estimate quantities (how much/how many) Content Cluster 11: Number relationships – converting (e.g. one thousand can be regrouped as 10 hundreds, 100 tens, or 1000 ones) Content Cluster 12: Money uses a many-to-one scale (link to place value e.g. 100 cents is equal to \$1) Content Cluster 13: The 'equals sign' means "the same as" (equality and inequality) Content Cluster 14: Numbers can be represented using pairs to explore odd and even properties Content Cluster 15: Patterns repeat or grow and future terms can be predicted (number structure) Content Cluster 16: Patterns can be represented geometrically Content Cluster 17: A fraction is a number (that represents a relationship between parts and the whole) Content Cluster 18: Fractions represent division (number relationships) Content Cluster 19: Fractions as a measure Content Cluster 20: Fractions as an operator Content Cluster 21: Time can be measured and compared in hours, minutes and seconds (relating 12 to 24 hour time)



#### **Stage 3 Overview of Content Clusters cont.**

Content Cluster 22: Numbers and quantities can be compared using scale (links to proportionality) Content Cluster 23: Measurements are approximations and can be represented using formal units Content Cluster 24: The multiplicative structure (row and column) can be applied to measure area and volume Content Cluster 25: Objects can be measured and compared through different representations Content Cluster 26: Shapes can be measured and compared through different representations Content Cluster 27: Shape and objects are classified based on their properties Content Cluster 28: Grid references and coordinates can be used for locating and positioning Content Cluster 29: Information can be collected, analysed and interpreted using numbers (collecting data) Content Cluster 30: Information can be presented visually to convey meaning (data representations and exploring bias) Content Cluster 31: Events can be predicted, compared, and analysed based on probability Content Cluster 32: Probabilities of events can be described in a range of 0 – 1 (probabilities as fractions of a whole)



#### **Content Clusters: Links across stages**

Early Stage 1	Stage 1	Stage 2	Stage 3
Content Cluster 1: Counting (developing	Content Cluster 1: Counting numbers		
principles of number sense)	(follow a pattern to develop number sense		
	and place value)		
	Content Cluster 4: Trusting the count:		
	Counting can start from numbers other		
	than one (as a starting point for addition		
	and subtraction)		
Content Cluster 2: Counting to form	Content Cluster 6: Partitioning: Numbers	Content Cluster 8: Partitioning: Part-whole	Content Cluster 5: Partitioning: Part-whole
groups (combining amounts and building	can be partitioned in multiple ways (part-	number knowledge (numbers can be	number knowledge (numbers can be
number relationships)	whole number knowledge)	partitioned in multiple ways)	partitioned in multiple ways)
	Content Cluster 9: One ten is ten ones	Content Cluster 11: Number relationships	Content Cluster 11: Number relationships
	(number relationships, place value)	<ul> <li>converting (one thousand can be</li> </ul>	- converting (e.g. one thousand can be
	Content Olyster 40: One builded can be	regrouped as 10 hundreds, 100 tens, or	regrouped as 10 hundreds, 100 tens, or
	content cluster 10: One hundred can be	1000 ones)	1000 ones)
		Content Cluster 15: The 'fer each' concent	
	ones (number relationships, place value)	for each of these (how many rows)	
	Content Cluster 16: The 'for each'	- for each of these (now many rows),	
	concept: For each one of these (how	each row)	
	many rows) there are some of those (how	each tow)	
	much in each row) - multiplicative thinking		



Early Stage 1	Stage 1	Stage 2	Stage 3
Content Cluster 3: Sharing (division) can	Content Cluster 23: A fraction is a number	Content Cluster 16: A fraction is a number	Content Cluster 17: A fraction is a number
be used to represent fractions	that represents a relationship between	that represents a relationship between	(that represents a relationship between
	parts and the whole (number	parts and the whole	parts and the whole)
	relationships)		
		Content Cluster 17: Fractions represent	Content Cluster 18: Fractions represent
	Content Cluster 24: Fractions are created	division (number relationships)	division (number relationships)
	through sharing - division (a fraction is		
	less than one whole and that fractions are		
	the result of dividing e.g. sharing 2 biscuits		
	among 4 people)		
	Content Cluster 25: A fraction can be		
	represented in many ways e.g. as length,		
	area, or a collection (continuous and		
	discrete representations)		
			Content Cluster 19: Fractions as a
			measure
			Content Cluster 20: Fractions as an
			operator
Content Cluster 4: Quantities can be	Content Cluster 3: Comparing quantities	Content Cluster 2: Place value (numbers	Content Cluster 1: Place value (numbers
compared through counting	(using numbers, symbols and words)	can be regrouped and renamed –	can be regrouped and renamed –
		partitioning)	partitioning)
	Content Cluster 7: Place Value: A number		
	can be regrouped or renamed to aid in	Content Cluster 7: Flexible strategies for	Content Cluster 2: Representing numbers
	operating with the number (partitioning to	operating with numbers (numbers can be	(numbers can be represented, ordered
	operate with numbers)	partitioned to assist with computation)	and compared based on their place value)

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Early Stage 1	Stage 1	Stage 2	Stage 3
	Content Cluster 8: Applies non-count-by-		Content Cluster 6: Flexible strategies for
	ones (as flexible arithmetic strategies)		operating with numbers (numbers can be
			partitioned to assist with computation)
			Content Cluster 7: A variety of strategies
			can be applied to solve word problems
		Content Cluster 23: Numbers and	Content Cluster 22: Numbers and
		quantities can be compared using scale	quantities can be compared using scale
		(links to proportionality)	(links to proportionality)
Content Cluster 5: Counting can be used	Content Cluster 30: Time can be	Content Cluster 18: Time can be	Content Cluster 21: Time can be
to sequence events	measured in minutes and hours	measured in hours, minutes and seconds	measured and compared in hours,
		(links to fractional language)	minutes and seconds (relating 12 to 24-
			hour time)
		Content Cluster 19: Duration can be	
		calculated using units of time	
Content Cluster 6: Units can be	Content Cluster 20: Repeated units	Content Cluster 25: Shapes can be	Content Cluster 26: Shapes can be
sequenced through counting	provide structure: Units of measurement	measured and compared through different	measured and compared through different
	can be iterated (no gaps or overlaps)	representations	representations
Content Cluster 7: Items or objects can be	Content Cluster 27: Shapes and objects	Content Cluster 27: Shapes and objects	Content Cluster 27: Shape and objects
classified and described (sorting)	are classified based on properties	are classified based on properties	are classified based on their properties
	(describing and comparing features)	(comparing features)	
Content Cluster 8: Quantities can be	Content Cluster 2: Visual representation of	Content Cluster 4: Number	
represented (oral, image/drawing,	collections allows us to compare	representations (numbers can be	
number, symbol)	quantities	represented by words/language,	
		images/drawings, numbers/symbols)	

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Early Stage 1	Stage 1	Stage 2	Stage 3
Content Cluster 9: Features of objects and	Content Cluster 26: Shape properties	Content Cluster 26: Shape properties	
shapes can be compared (e.g. size,	remain constant even when they are	remain constant even when they are	
shape)	moved or reorientated (transforming	moved or reorientated (transforming	
	shapes)	shapes)	
Content Cluster 10: Equal means 'the	Content Cluster 14: The 'equals sign'	Content Cluster 10: The 'equals sign'	Content Cluster 13: The 'equals sign'
same as'	means 'the same as' (equality and	means "the same as" (equality and	means "the same as" (equality and
	inequality)	inequality)	inequality)
Content Cluster 11: Numerals and their	Content Cluster 5: Number	Content Cluster 3: Representing numbers	
representations can be compared	Representations: Numbers can be	(numbers can be represented and ordered	
	represented by words/language,	based on their place value)	
	images/drawings, number		
Content Cluster 12: Repeating patterns	Content Cluster 13: Patterns repeat or	Content Cluster 13: Patterns repeat or	Content Cluster 15: Patterns repeat or
continue (starting with visual: shapes and	grow and the next number can be	grow and future terms can be predicted	grow and future terms can be predicted
objects)	predicted (number structure)	(number structure)	(number structure)
	Content Cluster 28: Patterns can be	Content Cluster 28: Patterns can be	Content Cluster 16: Patterns can be
	created using shapes (copying, turning,	created using shapes (copying, rotating,	represented geometrically
	flipping, sliding)	translating and reflecting)	
	Content Cluster 12: Numbers can be	Content Cluster 12: Numbers can be	Content Cluster 14: Numbers can be
	represented using pairs to show odd and	represented using pairs to explore odd	represented using pairs to explore odd
	even	and even properties	and even properties
Content Cluster 13: Objects can be	Content Cluster 21: Objects can be	Content Cluster 29: Locating and	Content Cluster 28: Grid references and
identified by size, space and location	ordered based on (informal) units of	positioning is based on references (to	coordinates can be used for locating and
	measurement (e.g. size, quantity/number	points or one's self)	positioning
	of cubes a container can hold)		



Early Stage 1	Stage 1	Stage 2	Stage 3
	Content Cluster 29: Locating: Your		
	position can be described in relation to		
	other objects or landmarks		
Content Cluster 14: Quantities can be	Content Cluster 17: Quantities can be	Content Cluster 5: Comparing quantities –	Content Cluster 3: Comparing quantities –
compared (linear) using estimation	estimated (how much/ how many) using	linear focus (numbers can be compared	linear focus (numbers can be compared
	counting	based on size and place value)	based on size and place value)
	Content Cluster 18: Benchmarks can be	Content Cluster 22: Benchmark numbers	Content Cluster 9: Reasonableness of
	used to estimate quantity (how much/ how	can be used to estimate quantities (how	solutions can be checked using estimation
	many)	mucn/now many)	Content Cluster 10: Benchmark numbers
			can be used to estimate quantities (how
			much/how many)
		Content Cluster 21: Measurements are	Content Cluster 23: Measurements are
		approximations and can be represented	approximations and can be represented
		using formal units	using formal units
Content Cluster 15: Quantities can be		Content Cluster 6: Comparing quantities –	Content Cluster 4: Comparing quantities -
compared (objects) using estimation		area/volume focus (numbers can be	area/volume/mass focus (numbers can be
		compared based on size and place value)	compared based on size and place value)
	Content Cluster 15: Array structure: Multiples can be visually represented in an array (structure of number)	Content Cluster 14: Multiples can be visually represented as an array (number structure)	Content Cluster 8: Multiples can be visually represented as an array ('for each' number structure)



Early Stage 1	Stage 1	Stage 2	Stage 3
			Content Cluster 24: The multiplicative
			structure (row and column) can be applied
			to measure area and volume
	Content Cluster 19: An object has	Content Cluster 24: Objects can be	Content Cluster 25: Objects can be
	attributes that can be measured using	measured and compared through different	measured and compared through different
	different processes	representations	representations
	Content Cluster 22: Objects can be		
	measured and compared using formal		
	units		
Content Cluster 16: Information can be	Content Cluster 33: Information can be	Content Cluster 31: Information can be	Content Cluster 30: Information can be
represented visually	presented visually to convey meaning	presented visually to convey meaning	presented visually to convey meaning
	(data representations)	(data representations)	(data representations and exploring bias)
	Content Cluster 32: Information can be	Content Cluster 30: Information can be	Content Cluster 29: Information can be
	collected and represented using numbers	collected, represented and analysed using	collected, analysed and interpreted using
		numbers (collecting data)	numbers (collecting data)
Content Cluster 17: Number sense can be	Content Cluster 11: Any number can be a	Content Cluster 1: Flexible counting (any	Content Cluster 12: Money uses a many-
applied to count and compare money	countable unit e.g. counting by fives off	number can be a countable unit)	to-one scale (link to place value e.g. 100
	the decade (e.g. relate to money)		cents is equal to \$1)
		Content Cluster 9: Money uses a many-to-	
		one scale	
Content Cluster 18: Duration relates time	Content Cluster 31: Time (duration) can	Content Cluster 20: Time can be	
to events and representations (e.g. clock)	be visually represented in multiple ways	represented in multiple ways (e.g.	
	e.g. calendars, clocks	calendars, timelines, timetables)	



Stage 1	Stage 2	Stage 3
Content Cluster 34: Events can be	Content Cluster 32: Events can be	Content Cluster 31: Events can be
measured and predicted based on chance	predicted, measured, and discussed	predicted, compared, and analysed based
	based on chance	on probability
		Content Cluster 32: Probabilities of events
		can be described in a range of 0 – 1
		(probabilities as fractions of a whole)
	Stage 1 Content Cluster 34: Events can be measured and predicted based on chance	Stage 1Stage 2Content Cluster 34: Events can be measured and predicted based on chanceContent Cluster 32: Events can be predicted, measured, and discussed based on chance



Content Cluster 1: Counting (developing principles of number sense)		
Whole Numbers MAe-4NA	Addition and Subtraction MAe-5NA	Patterns and Algebra MAe-8NA
Count forwards to 30 from a given number	Combine two or more groups of objects	Recognise, copy, continue, create and describe
Count backwards from a given number in the range 0 to 20	to model addition	repeating patterns of objects and drawings

Content Cluster 2: Counting to form groups (combining amounts and building number relationships)			
Addition and Subtraction MAe-5NA	Multiplication and Division MAe-6NA	Patterns and Algebra MAe-8NA	
Combine two or more groups of objects to model addition	Investigate and model equal groups	Sort and classify objects into groups	
Subitise small collections of objects	Record grouping and sharing using informal methods		

Content Cluster 3: Sharing (division) can be used to represent fractions			
Addition and Subtraction MAe-5NA	Fractions and Decimals MAe-7NA	Multiplication and Division MAe-6NA	Two-Dimensional Space MAe-15MG
Take part of a group away to model	Establish the concept of one-half	Investigate and model equal groups	Sort, manipulate, make and draw
subtraction	Record halves of objects using	Record grouping and sharing using	circles, squares, triangles and
	drawings	informal methods	rectangles



Content Cluster 4: Quantities can be compared through counting		
Addition and Subtraction MAe-5NA	Volume and Capacity MAe-11MG	
Combine two or more groups of objects to model addition	Describe capacity and volume using everyday language, including comparatives	
Take part of a group away to model subtraction	Compare volumes and capacities using direct comparison	
Compare two groups to determine 'how many more'		

Content Cluster 5: Counting can be used to sequence events		
Whole Numbers MAe-4NA	Time MAe-13MG	
Compare, order, read and represent numbers to at least 20	Compare and order the duration of events using everyday language	
Read and use the ordinal names to at least 'tenth'	Sequence events in time	

Content Cluster 6: Units can be sequenced through counting		
Whole Numbers MAe-4NA	Length MAe-9MG	
Compare, order, read and represent numbers to at least 20	Identify the attribute of 'length' as a measure of an object from end to end	
	Describe length and distance using everyday language, including comparatives	
	Compare lengths using direct comparison	



Content Cluster 7: Items or objects can be classified and described (sorting)			
Three-Dimensional Space MAe-14MG	Two-Dimensional Space MAe-15MG	Position MAe-16MG	Patterns and Algebra MAe-
Sort and manipulate three-dimensional	Sort, manipulate, make and draw circles,	Describe position using everyday language	8NA
objects found in the environment	squares, triangles and rectangles	Use the terms 'left' and 'right' to describe	Sort and classify objects
		position in relation to self	into groups

Content Cluster 8: Quantities can be represented (oral, image/drawing, number, symbol)			
Whole Numbers MAe-4NA	Data MAe-17SP	Time MAe-13MG	
Compare, order, read and represent numbers to at	Collect information about themselves and	Connect days of the week to familiar events	
least 20	their environment	and actions	
	Organise actual objects into data displays	Tell time on the hour on digital and analog clocks	

Content Cluster 9: Features of objects and shapes can be compared (e.g. size, shape)		
Three-Dimensional Space MAe-14MG	Two-Dimensional Space MAe-15MG	Patterns and Algebra MAe-8NA
Describe features of common three-dimensional	Identify, name and describe circles, squares, triangles and rectangles	Sort and classify objects into groups
objects using everyday language	presented in different orientations, in pictures and the environment	



Content Cluster 10: Equal means 'the same as'		
Whole Numbers MAe-4NA	Multiplication and Division MAe-6NA	Fractions and Decimals MAe-7NA
Use the term 'is the same as' to express	Investigate and model equal groups	Establish the concept of one-half
equality of groups	Record grouping and sharing using informal methods	Record halves of objects using drawings

Content Cluster 11: Numerals and their representations can be compared		
Whole Numbers MAe-4NA	Addition and Subtraction Mae-5NA	Multiplication and Division MAe-6NA
Compare, order, read and represent	Combine two or more groups of objects to model addition	Record grouping and sharing using informal methods
numbers to at least 20	Record addition and subtraction informally	

Content Cluster 12: Repeating patterns continue (starting with visual: shapes and objects)			
Patterns and Algebra MAe-8NA	Whole Numbers MAe-4NA	Two-Dimensional Space MAe-15MG	Position MAe-16MG
Recognise, copy, continue, create and	Subitise small collections of objects	Sort, manipulate, make and draw	Describe position using everyday
describe repeating patterns of objects	Use the term 'is the same as' to	circles, squares, triangles and	language
and drawings	express equality of groups	rectangles	



Content Cluster 13: Objects can be identified by size, space and location			
Area MAe-10MG	Volume and Capacity MAe-11MG	Mass MAe-12MG	Position MAe-16MG
Identify the attribute of	Identify the attribute of 'capacity' as a measure of the amount of	Identify the attribute of 'mass' as a measure	Give and follow simple directions
'area' as a measure	substance a container can hold	of the amount of matter in an object	Describe position using everyday
of the amount of surface	Identify the attribute of 'volume' as a measure of the amount of space an object occupies		language

Content Cluster 14: Quantities can be	e compared (linear) using estimation		
Whole Numbers MAe-4NA	Length MAe-9MG	Area MAe-10MG	Position MAe-16MG
Count forwards to 30 from a given number	Describe length and distance using everyday	Describe area using everyday language,	Describe position using
Count backwards from a given number in	language, including comparatives	including comparatives	everyday language
the range 0 to 20	Compare lengths using direct comparison	Compare areas using direct comparison	
	Record comparisons of length informally	Record comparisons of area informally	

Content Cluster 15: Quantities can be compared (objects) using estimation			
Whole Numbers MAe-4NA	Area MAe-10MG	Volume and Capacity MAe-11MG	Mass MAe-12MG
Count forwards to 30 from a given number	Describe area using everyday	Describe capacity and volume using everyday	Describe mass using everyday language,
Count backwards from a given number in	language,	language, including comparatives	including comparatives
the range 0 to 20	including comparatives	Compare volumes and capacities using direct	Compare masses directly by hefting
	Compare areas using direct	comparison	Record comparisons of mass informally
	comparison	Record comparisons of capacity and volume informally	



Content Cluster 16: Information can be represented visually			
Data MAe-17SP	Whole Numbers MAe-4NA	Three-Dimensional Space MAe-14MG	Time MAe-13MG
Organise actual objects into data	Compare, order, read and represent numbers to	Sort and manipulate three-dimensional	Tell time on the hour on
displays	at least 20	objects found in the environment	digital and analog clocks
Interpret data displays made from	Use the term 'is the same as' to express equality		
objects	of groups		

Content Cluster 17: Number sense can be applied to count and compare money		
Whole Numbers MAe-4NA	Addition and Subtraction Mae-5NA	
Compare, order, read and represent numbers to at least 20	Combine two or more groups of objects to model addition	
Use the language of money	Take part of a group away to model subtraction	
	Compare two groups to determine 'how many more'	

Content Cluster 18: Duration relates time to events and representations (e.g. clock)			
Whole Numbers MAe-4NA	Time MAe-13MG	Fractions and Decimals MAe-7NA	
Compare, order, read and represent	Connect days of the week to familiar events and actions	Establish the concept of one-half	
numbers to at least 20	Tell time on the hour on digital and analog clocks		



Content Cluster 1: Counting numbers (follow a pattern to develop number sense and place value)				
Whole Numbers 1 MA1-4NA	Whole Numbers 2 MA1-4NA	Multiplication and Division 1 MA1-6NA	Patterns and Algebra 1 MA1-8NA	
Read, write and order two-digit	Read, write and order three-	Rhythmic and skip count by twos, fives	Recognise, copy, continue, create and describe	
numbers	digit numbers	and tens from zero	increasing and decreasing number patterns	
Read and use ordinal names to at			Patterns and Algebra 2 MA1-8NA	
least 'thirty-first'			Describe patterns with numbers and identify	
			missing elements	

Content Cluster 2: Visual representation of collections allows us to compare quantities			
Addition and Subtraction 1	Whole Numbers 1 MA1-	Addition and Subtraction 2	Multiplication and Division 1 MA1-6NA
MA1-5NA	4NA	MA1-5NA	Model and use equal 'groups of' objects as a strategy for
Model addition and subtraction	Partition two-digit	Make connections between	multiplication
using concrete materials	numbers using place	addition and subtraction	Multiplication and Division 2 MA1-6NA
Model and apply the	value		Model and use arrays described in terms of 'rows' and 'columns' as a
commutative property			strategy for multiplication
for addition			Model and use groups, arrays and repeated subtraction as strategies
Use the equals sign to record			for division
equivalent number sentences			Record using drawings, words and numerals



Content Cluster 3: Comparing quantities (using numbers, symbols and words)			
Addition and Subtraction 1 MA1-5NA	Addition and Subtraction 2	Multiplication and Division 1 MA1-6NA	Fractions and Decimals 1
Model addition and subtraction using	MA1-5NA	Model division by sharing a collection equally into a given	MA1-7NA
concrete materials	Use and record a range of	number of groups to determine the number in each group	Use fraction notation 1/2
Model and apply the commutative	mental strategies for addition	Model division by sharing a collection equally into groups	Fractions and Decimals 2
property for addition	and subtraction of two-digit	of a given size to determine the number of groups	MA1-7NA
Record number sentences using	numbers	Multiplication and Division 2 MA1-6NA	Use fraction notation 1/4 and
drawings, words, numerals and the	Make connections between	Record using drawings, words and numerals	1/8
symbols +, – and =	addition and subtraction		

Content Cluster 4: Trusting the count: Counting can start from numbers other than one (as a starting point for addition and subtraction)				
Whole Numbers 1 MA1-4NA	Addition and Subtraction 1 MA1-5NA	Multiplication and Division 1 MA1-6NA	Patterns and Algebra 2 MA1-8NA	
Count forwards and backwards by	Model addition and subtraction using	Rhythmic and skip count by twos, fives	Describe patterns with numbers and	
ones from a two-digit number	concrete materials	and tens from zero	identify missing elements	
Whole Numbers 2 MA1-4NA				
Count forwards and backwards by				
twos, threes, fives and tens from any				
starting point				



### Stage 1 Overview Clusters

Content Cluster 5: Number Representations: Numbers can be represented by words/language, images/drawings, number				
Whole Numbers 1 MA1-4NA	Addition and Subtraction 1 MA1-5NA	Multiplication and Division 2 MA1-6NA	Patterns and Algebra 1 MA1-8NA	
Read, write and order two-digit	Model addition and subtraction using concrete materials	Model and use groups, arrays and	Recognise, copy, create, continue and	
numbers	Record number sentences using drawings, words,	repeated subtraction as strategies for	describe repeating patterns of objects	
Read and use ordinal names to	numerals and the symbols +, – and =	division	or symbols	
at least 'thirty-first'	Use the equals sign to record equivalent number	Record using drawings, words and	Model and describe odd and even	
	sentences	numerals	numbers	
	Addition and Subtraction 2 MA1-5NA			
	Use and record a range of mental strategies for addition			
	and subtraction of two-digit numbers			

Content Cluster 6: Partitioning: Numbers can be partitioned in multiple ways (part-whole number knowledge)			
Whole Numbers 1 MA1-	Addition and Subtraction 1 MA1-5NA	Multiplication and Division 1 MA1-6NA	Fractions and Decimals 1 MA1-7NA
4NA	Model addition and subtraction using concrete	Model division by sharing a collection equally into a given	Recognise, describe and represent
Partition two-digit numbers	materials	number of groups to determine the number in each group	one-half as one of two equal parts of
using place value	Recognise and recall combinations of numbers	Model division by sharing a collection equally into groups	whole objects, shapes and collections
Whole Numbers 2 MA1-	that add to numbers up to 20	of a given size to determine the number of groups	Fractions and Decimals 2 MA1-7NA
4NA	Model and apply the commutative property	Multiplication and Division 2 MA1-6NA	Recognise, describe and represent
Partition numbers of up to	for addition	Model and use arrays described in terms of 'rows' and	halves, quarters and eighths of whole
three digits using place	Addition and Subtraction 2 MA1-5NA	'columns' as a strategy for multiplication	objects, shapes and collections
value	Use and record a range of mental strategies	Model and use groups, arrays and repeated subtraction	
	for addition and subtraction of two-digit numbers	as strategies for division	



Content Cluster 7: Place Value: A number can be regrouped or renamed to aid in operating with the number (partitioning to operate with numbers)

Whole Numbers 1 MA1-4NA	Addition and Subtraction 1 MA1-5NA	Multiplication and Division 1 MA1-6NA
Partition two-digit numbers	Model addition and subtraction using concrete	Model and use equal 'groups of' objects as a strategy for multiplication
using place value	materials	Model division by sharing a collection equally into a given number of groups to
Whole Numbers 2 MA1-4NA	Model and apply the commutative property for addition	determine the number in each group
Partition numbers of up to	Addition and Subtraction 2 MA1-5NA	Model division by sharing a collection equally into groups of a given size to
three digits using place	Use and record a range of mental strategies	determine the number of groups
value	for addition and subtraction of two-digit numbers	Multiplication and Division 2 MA1-6NA
	Solve word problems involving addition and subtraction	Model and use groups, arrays and repeated subtraction as strategies for division

Content Cluster 8: Applies non-count-by-ones (as flexible arithmetic strategies)				
Addition and Subtraction 1 MA1-5NA	Whole Numbers 1	Addition and Subtraction 2 MA1-	Multiplication and	Patterns and Algebra 2 MA1-
Model addition and subtraction using	MA1-4NA	5NA	Division 2 MA1-6NA	8NA
concrete materials	Partition two-digit	Make connections between addition	Model and use repeated	Find missing numbers in
Recognise and recall combinations of	numbers using place	and subtraction	addition as a strategy for	number sentences involving
numbers that add to numbers up to 20	value	Use and record a range of mental	multiplication	one operation of addition or
Model and apply the commutative		strategies for addition and		subtraction
property for addition		subtraction of two-digit numbers		
Use and record a range of mental		Solve word problems involving		
strategies for addition and subtraction		addition and subtraction		
of one- and two-digit numbers				



Content Cluster 9: One ten is ten ones (number relationships, place value)			
Whole Numbers 1	Addition and Subtraction 1 MA1-5NA	Addition and Subtraction 2 MA1-5NA	Patterns and Algebra 2 MA1-8NA
MA1-4NA	Recognise and recall combinations of numbers that add	Use and record a range of mental	Find missing numbers in number
Partition two-digit	to numbers up to 20	strategies for addition and subtraction	sentences involving one operation of
numbers using place	Use and record a range of mental strategies for addition	of two-digit numbers	addition or subtraction
value	and subtraction of one- and two-digit numbers		

Content Cluster 10: One hundred can be regrouped as ten tens, or, one hundred ones (number relationships, place value)			
Whole Numbers 2 MA1-4NA	Length 2 MA1-9MG	Position 2 MA1-16MG	
Partition numbers of up to three digits using	Recognise the need for formal units to measure length	Represent the position of objects in models,	
place value	Use metres and centimetres to measure and estimate lengths	photographs and drawings	
Read, write and order three-digit numbers	and distances		
	Record lengths using the abbreviations m and cm		

Content Cluster 11: Any number can be a countable unit e.g. counting by fives off the decade (e.g. relate to money)				
Whole Numbers 1 MA1-4NA	Whole Numbers 2 MA1-4NA	Multiplication and Division 1	Patterns and Algebra 2 MA1-8NA	
Recognise, describe and order	Count forwards and backwards by twos,	MA1-6NA	Describe patterns with numbers and	
Australian coins according to their	threes, fives and tens from any starting point	Rhythmic and skip count by twos,	identify missing elements	
value	Recognise, count and order Australian coins	fives and tens from zero		
	and notes according to their value			



Content Cluster 12: Numbers can be represented using pairs to show odd and even		
Patterns and Algebra 1 MA1-7NA	Whole Numbers 2 MA1-4NA	
Model and describe odd and even numbers	Count forwards and backwards by twos, threes, fives and tens from any starting point	

Content Cluster 13: Patterns repeat or grow and the next number can be predicted (number structure)			
Whole Numbers 1 MA1-4NA	Multiplication and Division 1	Patterns and Algebra 1 MA1-8NA	Patterns and Algebra 2 MA1-
Read, write and order two-digit numbers	MA1-6NA	Recognise, copy, continue, create and describe	8NA
Read and use ordinal names to at least 'thirty-first'	Rhythmic and skip count by	increasing and decreasing number patterns	Describe patterns with numbers
Whole Numbers 2 MA1-4NA	twos, fives and tens from zero	Recognise, copy, create, continue and describe	and identify missing elements
Count forwards and backwards by twos,		repeating patterns of objects or symbols	
threes, fives and tens from any starting point			

Content Cluster 14: The 'equals sign' means 'the same as' (equality and inequality)				
Addition and Subtraction 1 MA1-5NA	Addition and Subtraction 2	Patterns and Algebra 2 MA1-8NA	Mass 1 MA1-12MG	
Record number sentences using drawings, words,	MA1-5NA	Find missing numbers in number	Place objects on either side of a pan	
numerals and the symbols +, - and =	Make connections between	sentences involving one	balance to obtain a level balance	
Use the equals sign to record equivalent number	addition and subtraction	operation of addition or	Use a pan balance to compare two	
sentences		subtraction	objects based on mass	
Model and apply the commutative property for addition				



Content Cluster 15: Array structure: Multiples can be visually represented in an array (structure of number)			
Multiplication and Division 1 MA1-6NA	Multiplication and Division 2 MA1-6NA	Patterns and Algebra 1	Area 1 MA1-10MG
Rhythmic and skip count by twos, fives and tens from zero	Model and use repeated addition as a	MA1-8NA	Use uniform informal units
Model and use equal 'groups of' objects as a strategy for	strategy for multiplication	Recognise, copy,	to measure and estimate
multiplication	Multiplication and Division 2 MA1-6NA	create, continue and	areas
Model division by sharing a collection equally into a given	Model and use arrays described in terms	describe repeating	Record areas by referring to
number of groups to determine the number in each group	of 'rows' and 'columns' as a strategy for	patterns of objects	the number and type of
Model division by sharing a collection equally into groups	multiplication	or symbols	uniform informal unit used
of a given size to determine the number of groups	Model and use groups, arrays and repeated		
	subtraction as strategies for division		

Content Cluster 16: The 'for each' concept: For each one of these (how many rows) there are some of those (how much in each row) - multiplicative thinking

Multiplication and Division 1 MA1-6NA	Multiplication and Division 2 MA1-6NA	Patterns and Algebra 1	Whole Numbers 2 MA1-
Rhythmic and skip count by twos, fives and tens from zero	Model and use repeated addition as a strategy	MA1-8NA	4NA
Model and use equal 'groups of' objects as a strategy for	for multiplication	Recognise, copy, create,	Count forwards and
multiplication	Model and use arrays described in terms	continue and describe	backwards by twos,
Model division by sharing a collection equally into a given	of 'rows' and 'columns' as a strategy for	repeating patterns of	threes, fives and tens from
number of groups to determine the number in each group	multiplication	objects or symbols	any starting point
Model division by sharing a collection equally into groups of a	Model and use groups, arrays and repeated		
given size to determine the number of groups	subtraction as strategies for division		



Content Cluster 1	Content Cluster 17: Quantities can be estimated (how much/ how many) using counting				
Length 1 MA1-	Area 1 MA1-	Volume and Capacity 1	Mass MA1-12MG	Multiplication and Division 2	Addition and
9MG	10MG	MA1-11MG	Place objects on either side of a pan balance	MA1-6NA	Subtraction 1 MA1-5NA
Use uniform	Use uniform	Use uniform informal units	to obtain a level balance	Model and use repeated addition	Use and record a range
informal units to	informal	to measure, compare and	Use a pan balance to compare two objects	as a strategy for multiplication	of mental strategies
measure,	units to	estimate capacities	based on mass	Model and use arrays described	for addition and
compare and	measure and	Use uniform informal units	Mass 2 MA1-12MG	in terms of 'rows' and 'columns'	subtraction of one- and
estimate lengths	estimate	to measure and estimate	Use uniform informal units to measure,	as a strategy for multiplication	two-digit numbers
	areas	volumes	compare and estimate the masses of objects		
	1			1	

Content Cluster 18: Benchmarks can be used to estimate quantity (how much/ how many)			
Length 2 MA1-9MG	Time 2 MA1-13MG	Fractions and Decimals 1 MA1-7NA	Addition and Subtraction 1 MA1-
Compare and order	Experience activities with	Recognise, describe and represent one-half as one of two equal parts	5NA
shapes/objects based on	duration of one hour,	of whole objects, shapes and collections	Use and record a range of mental
length measured using	half/quarter of an hour, one	Use fraction notation 1/2	strategies for addition and
uniform informal units	minute and a few seconds	Fractions and Decimals 2 MA1-7NA	subtraction of one- and two-digit
		Recognise, describe and represent halves, quarters and eighths of	numbers
		whole objects, shapes and collections	
		Use fraction notation 1/4 and 1/8	



Content Cluster 19: An object has attributes that can be measured using different processes						
Length 1 MA1-9MG	Area 1 MA1-10MG	Volume and Capacity 1 MA1-	Mass 2 MA1-12MG	Addition and Subtraction	Multiplication and	Three-Dimensional
Use uniform informal	Use uniform	11MG	Use uniform informal	1 MA1-5NA	Division 2 MA1-6NA	Space 2 MA1-14MG
units to measure,	informal units to	Use uniform informal units to	units to measure,	Model addition and	Model and use	Represent three-
compare and estimate	measure and	measure, compare and estimate	compare and estimate	subtraction using concrete	arrays described in	dimensional objects
lengths	estimate areas	capacities	the masses of objects	materials	terms of 'rows' and	in models and
Length 2 MA1-9MG	Record areas by	Use uniform informal units to	Record masses by	Use and record a range of	'columns' as a	drawings
Record lengths by	referring to the	measure and estimate volumes	referring to the	mental strategies	strategy for	
referring to the number	number and	Record capacities and volumes	number and type of	for addition and	multiplication	
and type of uniform	type of uniform	by referring to the number and	uniform informal unit	subtraction of one- and		
informal unit used	informal unit used	type of uniform informal unit used	used	two-digit numbers		

Content Cluster 20: Repeated units provide structure: Units of measurement can be iterated (no gaps or overlaps)				
Length 1 MA1-9MG	Area 1 MA1-10MG	Addition and Subtraction 1 MA1-5NA	Multiplication and Division 1 MA1-6NA	Whole Numbers 2 MA1-
Use uniform informal units to	Use uniform informal units	Model addition and subtraction using	Rhythmic and skip count by twos, fives	4NA
measure, compare and estimate	to measure and estimate	concrete materials	and tens from zero	Count forwards and
lengths	areas	Use and record a range of mental	Multiplication and Division 2 MA1-6NA	backwards by twos,
Length 2 MA1-9MG	Record areas by referring	strategies for addition and subtraction of	Model and use repeated addition as a	threes, fives and tens from
Record lengths by referring to the	to the number and type of	one- and two-digit numbers	strategy for multiplication	any starting point
number and type of uniform	uniform informal unit used	Addition and Subtraction 2 MA1-5NA	Model and use arrays described in terms	
informal unit used		Use and record a range of mental	of 'rows' and 'columns' as a strategy for	
		strategies for addition and subtraction of	multiplication	
		two-digit numbers		



content Cluster 21: Objects can be ordered based on (informal) units of measurement (e.g. size, quantity/number of cubes a container can hold)
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Area 2 MA1-10MG Volume 2 MA1-11MG
Compare and order surfaces Compare and order objects
I on based on area measured based on capacity and volume
g using uniform informal units measured using
uniform informal units

Content Cluster 22: Objects can be measured and compared using formal units		
Length 2 MA1-9MG	Addition and Subtraction 1 MA1-5NA	
Recognise the need for formal units to measure length	Use and record a range of mental strategies for addition and subtraction of one-	
Use metres and centimetres to measure and estimate lengths and distances	and two-digit numbers	
Record lengths using the abbreviations m and cm		

Content Cluster 23: A fraction is a number that represents a relationship between parts and the whole (number relationships)

Fractions and Decimals 1 MA1-7NA	Fractions and Decimals 2 MA1-7NA	Time 2 MA1-13MG	Two-Dimensional Space 2 MA1-15MG
Recognise, describe and represent	Recognise, describe and represent	Experience activities with duration of	Identify, perform, describe and record
one-half as one of two equal parts of	halves, quarters and eighths of whole	one hour, half/quarter of an hour, one	the result of full, half and quarter
whole objects, shapes and collections	objects, shapes and collections	minute and a few seconds	'turns'



Content Cluster 24: Fractions are created through sharing - division (a fraction is less than one whole and that fractions are the result of dividing e.g. sharing 2 biscuits among 4 people) Fractions and Decimals 1 MA1-7NA Multiplication and Division 1 MA1-6NA Multiplication and Division 2 MA1-6NA Fractions and Decimals 2 MA1-7NA Recognise, describe and represent Recognise, describe and represent Model division by sharing a collection Model and use groups, arrays and one-half as one of two equal parts of halves, quarters and eighths of whole equally into a given number of groups repeated subtraction as strategies for whole objects, shapes and collections objects, shapes and collections to determine the number in each group division

Use fraction notation 1/2	Use fraction notation 1/4 and 1/8	Model division by sharing a collection
		equally into groups of a given size to
		determine the number of groups

Content Cluster 25: A fraction can be represented in many ways e.g as length, area, or a collection (continuous and discrete representations)				
Fractions and Decimals 1	Fractions and Decimals 2 MA1-	Multiplication and Division 1	Length 2 MA1-9MG	Time 2 MA1-13MG
MA1-7NA	7NA	MA1-6NA	Use metres and centimetres to	Experience activities with
Recognise, describe and	Recognise, describe and	Model division by sharing a	measure and estimate lengths	duration of one hour,
represent one-half as one of	represent halves, quarters and	collection equally into a	and distances	half/quarter of an hour, one
two equal parts of whole	eighths of whole objects, shapes	given number of groups to	Record lengths using the	minute and a few seconds
objects, shapes and	and collections	determine the number in	abbreviations m and cm	
collections	Use fraction notation 1/4 and 1/8	each group		
Use fraction notation 1/2				



Content Cluster 26: Shape properties remain constant even when they are moved or reorientated (transforming shapes)				
Three-Dimensional Space 1 MA1-14MG	Two-Dimensional Space 1 MA1-15MG	Two-Dimensional Space 2 MA1-15MG		
Identify cones, cubes, cylinders, spheres and prisms presented	Identify and name triangles, quadrilaterals,	Make and draw two-dimensional shapes in different		
in different orientations, in pictures and the environment	pentagons, hexagons and octagons presented	orientations		
Recognise that three-dimensional objects look different from	in different orientations, in pictures and the	Identify, perform, describe and record the result of full, half		
different vantage-points	environment	and quarter 'turns'		

Three-Dimensional Space 1 MA1-	Three-Dimensional Space 2 MA1-14MG	Two-Dimensional Space 1 MA1-15MG
14MG	Use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex' appropriately to	Identify horizontal, vertical and parallel lines
Distinguish between flat and curved	describe three-dimensional objects	Use the terms 'side' and 'vertex' to describe and
surfaces	Recognise faces of three-dimensional objects as two-dimensional shapes	compare two-dimensional shapes
Use the term 'faces' to describe flat	Distinguish between three-dimensional objects and two-dimensional shapes	
surfaces with straight edges	Represent three-dimensional objects in models and drawings	

Content Cluster 28: Patterns can be created using shapes (copying, turning, flipping, sliding)			
Two-Dimensional Space 1 MA1-15MG       Two-Dimensional Space 2 MA1-15MG       Patterns and Algebra 1 MA1-8NA			
Identify horizontal, vertical and parallel lines	Make and draw two-dimensional shapes in different orientations	Recognise, copy, create, continue and	
	Identify, perform and record the result of one-step 'slides' and 'flips'	describe repeating patterns of objects	
	Make symmetrical designs with a variety of materials	or symbols	
	Identify, perform, describe and record the result of full, half and quarter 'turns'		



Content Cluster 29: Locating: Your position can be described in relation to other objects or landmarks				
Position 1 MA1-16MG	Position 2 MA1-16MG	Two-Dimensional Space 2	Three-Dimensional Space 2 MA1-	
Give and follow directions to move to familiar locations and to	Interpret simple maps of familiar	MA1-15MG	14MG	
position objects	locations	Make and draw two-	Represent three-dimensional	
Use the terms 'left' and 'right' to describe position in relation to self	Represent the position of objects in	dimensional shapes in	objects in models and drawings	
and from the perspective of a person facing in the opposite direction	models, photographs and drawings	different orientations		
Describe a path from one location to another				

Content Cluster 30: Time can be measured in minutes and hours				
	Time 1 MA1-13MG	Fractions and Decimals 1 MA1-7NA	Chance 1 MA1-18SP	
	Tell time to the half-hour	Recognise, describe and represent	Recognise the element of chance in familiar situations	
	Time 2 MA1-13MG	one-half as one of two equal parts of	Describe chance events using everyday language	
	Experience activities with duration of one hour, half/quarter of an	whole objects, shapes and collections	Chance 2 MA1-18SP	
	hour, one minute and a few seconds		Identify practical activities and everyday events that involve chance	
	Tell time to the quarter-hour, using the language of 'past' and 'to'		Describe events as 'likely' or 'unlikely'	

Content Cluster 31: Time (duration) can be visually represented in multiple ways e.g. calendars, clocks			
Whole Numbers 1 MA1-4NA Time 1 MA1-13MG Time 2 MA1-13MG			
Read and use ordinal names to at least	Name and order months and seasons	Use a calendar to determine duration in months, weeks and days	
'thirty-first'	Use a calendar to identify the date and determine	Use informal units to measure and compare the durations of events	
	the number of days in each month	Experience activities with duration of one hour, half/quarter of an hour, one	
		minute and a few seconds	



Content Cluster 32: Information can be collected and represented using numbers				
Data 1 MA1-17SP	Whole Numbers 1 MA1-4NA	Addition and Subtraction 2 MA1-5NA	Addition and Subtraction 1 MA1-5NA	
Collect data and track what has been	Count forwards and backwards by	Solve word problems involving	Model addition and subtraction using	
counted	ones from a two-digit number	addition and subtraction	concrete materials	
Data 2 MA1-17SP			Record number sentences using	
Pose questions and collect categorical			drawings, words, numerals and the	
data			symbols +, - and =	

Content Cluster 33: Information can be presented visually to convey meaning (data representations)				
Data 1 MA1-17SP     Data 2 MA1-17SP     Two-Dimensional Space 1 MA1-15MG				
Create data displays using objects and pictures (one-to-	Create data displays using lists, tables and picture	Identify horizontal, vertical and parallel lines		
one correspondence) and interpret them	graphs (one-to-one correspondence) and interpret them			

Content Cluster 34: Events can be measured and predicted based on chance			
Chance 1 MA1-18SP	Time 2 MA1-13MG		
Recognise the element of chance in familiar	Identify practical activities and everyday events that involve chance	Use informal units to measure and	
situations	Describe events as 'likely' or 'unlikely'	compare the durations of events	
Describe chance events using everyday Distinguish between 'possible' and 'impossible' events			
language	Identify some events as 'certain' or 'impossible'		



Content Cluster 1: Flexible counting (any number can be a countable unit)					
Whole Numbers 1 MA2-4NA Addition and Subtraction 1 MA2-5NA Multiplication and Division 1 MA2-6NA Patterns and Algebra 1 MA2-8NA					
Count forwards and backwards by tens	Perform calculations with money, including	Recall multiplication facts for twos, threes,	Identify, continue, create, describe and		
and hundreds from any starting point	calculating equivalent amounts using different	fives and tens	record increasing and decreasing		
	denominations		number patterns		

Content Cluster 2: Place value (numbers can be regrouped and renamed – partitioning)				
Whole Numbers 1 MA2-4NA	Whole Numbers 2 MA2-4NA	Addition and Subtraction 1 MA2-5NA	Addition and Subtraction 2 MA2-5NA	
State the place value of digits in	State the place value of digits in	Use and record a range of mental strategies for addition	Use and record a range of mental	
numbers of up to four digits	numbers of up to five digits	and subtraction of two-, three- and four-digit numbers	strategies for addition and subtraction	
	Record numbers of up to five digits	Use the formal written algorithm for addition and	of two-, three-, four-and five-digit	
	using expanded notation	subtraction	numbers	

Whole Numbers 1 MA2-4NA	Fractions and Decimals 1 MA2-7NA	Fractions and Decimals 2 MA2-7NA	Length 1 MA2-9MG
Read, write and order numbers of	Model and represent fractions with denominators	Model and find equivalence between	Use metres, centimetres and
up to four digits	2, 3, 4, 5 and 8	fractions with denominators 2, 4 and 8;	millimetres to measure,
Whole Numbers 2 MA2-4NA	Count by halves, quarters and thirds, including with	3 and 6; and 5, 10 and 100	compare, order and estimate
Read, write and order numbers of	mixed numerals	Apply the place value system to represent	lengths
up to five digits	Represent fractions on number lines, including number	tenths and hundredths as decimals	
	lines that extend beyond 1		



Content Cluster 4: Number representations (numbers can be represented by words/language, images/drawings, numbers/symbols)

Whole Numbers 1 MA2-4NA	Addition and Subtraction 1 MA2-	Multiplication and Division 1 MA2-6NA	Fractions and Decimals 1 MA2-7NA
Read, write and order numbers of up	5NA	Recognise and use the symbols $\times$ and $\div$	Model and represent fractions with
to four digits	Model and apply the associative	Link multiplication and division using	denominators 2, 3, 4, 5 and 8
Whole Numbers 2 MA2-4NA	property for addition	arrays	Fractions and Decimals 2 MA2-7NA
Read, write and order numbers of up		Model and apply to commutative property	Model, compare and represent decimals
to five digits		for multiplication	with one and two decimal places

Content Cluster 5: Comparing quantities – linear focus (numbers can be compared based on size and place value)				
Fractions and Decimals 2 MA2-	Length 1 MA2-9MG	Time 2 MA2-13MG	Volume and Capacity 1 MA2-11MG	
7NA	Use metres, centimetres and millimetres to measure,	Convert between seconds,	Use litres to measure, compare and	
Make connections between fraction	compare, order and estimate lengths	minutes, hours and days	estimate capacities and volumes	
and decimal notation	Length 2 MA2-9MG		Volume and Capacity 2 MA2-11MG	
Model, compare and represent	Select and use appropriate scaled instruments and units to		Use litres and millilitres to measure,	
decimals with one and two decimal	measure and compare lengths		compare and estimate capacities and	
places	Convert between metres, centimetres and millimetres		volumes	
Represent decimals on number lines	Record lengths and distances using decimal notation to two			
	decimal places			
	Use a scaled instrument to measure and			
	compare temperatures			



Content Cluster 6: Comparing quantities – area/volume focus (numbers can be compared based on size and place value)					
Fractions and Decimals 2	Area 1 MA2-10MG	Volume and Capacity 1 MA2-11MG	Mass 1 MA2-12MG		
MA2-7NA	Use square centimetres and square metres to measure	Use cubic centimetres to measure	Use kilograms to measure, compare,		
Make connections between	and estimate rectangular (and square) areas	and compare volumes	order and estimate masses		
fraction and decimal	Area 2 MA2-10MG	Volume and Capacity 2 MA2-11MG	Mass 2 MA2-12MG		
notation	Measure and compare the areas of regular and irregular	Compare volumes of objects by	Use kilograms and grams to		
Model, compare and	shapes using a square-centimetre grid	submerging each in water	measure and compare masses		
represent decimals with one	Compare areas measured in square centimetres and		using a scaled instrument		
and two decimal places	square metres				

Content Cluster 7: Flexible strategies for operating with numbers (numbers can be partitioned to assist with computation)			
Addition and Subtraction 1 MA2-5NA	Multiplication and Division 1 MA2-6NA		
Use and record a range of mental strategies for addition	Use mental strategies to multiply one-digit numbers by multiples of 10		
and subtraction of two-, three- and four-digit numbers	Use and record a range of mental strategies for multiplication of two single-digit numbers		
Perform calculations with money, including calculating	Multiplication and Division 2 MA2-6NA		
equivalent amounts using different denominations	Recall and use multiplication facts up to 10 × 10 with automaticity		
Addition and Subtraction 2 MA2-5NA	Relate multiplication facts to their inverse division facts		
Use and record a range of mental strategies for addition	Use and record a range of mental and informal written strategies for multiplication and division of two-digit		
and subtraction of two-, three-, four-and five-digit	numbers by a one-digit operator		
numbers	Use mental strategies and informal recording methods for division with remainders		



Content Cluster 8: Partitioning: Part-whole number knowledge (numbers can be partitioned in multiple ways)					
<b>Fractions and Decimals 1 MA2-7NA</b> Model and represent fractions with denominators 2, 3, 4, 5 and 8 Count by halves, quarters and thirds, including with mixed numerals	<b>Fractions and Decimals 2 MA2-7NA</b> Model and find equivalence between fractions with denominators 2, 4 and 8; 3 and 6; and 5, 10 and 100 Model, compare and represent decimals with one and two decimal places		Multiplication and Division 2 MA2- 6NA Use mental strategies and informal recording methods for division with remainders	Whole Numbers 2 MA2-4NA Record numbers of up to five digits using expanded notation	
Content Cluster 9: Money uses a many	-to-one scale				
Addition and Subtraction 1 MA2-5NAFractions and Decimals 2 MA2-Perform calculations with money, including calculating equivalent amounts using different denominations7NAAddition and Subtraction 2 MA2-5NAApply the place value system to represent tenths and hundredths as decimalsSolve word problems, including those involving moneyas decimals			Multiplication and Division 1 MA2- 6NA Use mental strategies to multiply one-digit numbers by multiples of 10	Whole Numbers 1 MA2-4NA Count forwards and backwards by tens and hundreds from any starting point	

Content Cluster 10: The 'equals sign' means "the same as" (equality and inequality)					
Addition and Subtraction 1 MA2-5NA	Multiplication and Division 1 MA2-6NA	Patterns and Algebra 2 MA2-8NA	Fractions and Decimals 2		
Model and apply the associative property	Recognise and use the symbols $\times$ and $\div$	Find missing numbers in number	MA2-7NA		
for addition	Model and apply to commutative property for	sentences involving addition or subtraction	Model and find equivalence		
Use the equals sign to record equivalent	multiplication	on one or both sides of the equals sign	between fractions with		
number sentences	Multiplication and Division 2 MA2-6NA	Patterns and Algebra 2 MA2-8NA	denominators 2, 4 and 8;		
Addition and Subtraction 2 MA2-5NA	Relate multiplication facts to their inverse division facts	Find missing numbers in number	3 and 6; and 5, 10 and 100		
Use the inverse operation to check	Use the equals sign to record equivalent number	sentences involving one operation of			
addition and subtraction calculations	relationships involving multiplication	multiplication or division			



Content Cluster 11: Number relationships – converting (one thousand can be regrouped as 10 hundreds, 100 tens, or 1000 ones)					
Whole Numbers 2 MA2-	Length 1 MA2-9MG	Area 1 MA2-10MG	Volume and Capacity 2 MA2-11MG	Mass 2 MA2-12MG	
4NA	Use metres, centimetres and	Use square centimetres and	Use litres and millilitres to measure,	Use kilograms and grams	
Record numbers of up to	millimetres to measure, compare,	square metres to measure and	compare and estimate capacities	to measure and compare	
five digits using	order and estimate lengths	estimate rectangular	and volumes	masses using a scaled	
expanded notation	Record lengths using the	(and square) areas	Record capacities and volumes	instrument	
	abbreviations m, cm and mm	Record lengths using the	using the abbreviations L and mL	Record masses using the	
	Length 2 MA2-9MG	abbreviations cm2 and m2	Convert between litres and millilitres	abbreviations kg and g	
	Convert between metres,				
	centimetres and millimetres				

Content Cluster 12: Numbers can be represented using pairs to explore odd and even properties			
Patterns and Algebra 1 MA2-8NA	Multiplication and Division 1 MA2-6NA		
Identify odd and even numbers of up to four digits	Link multiplication and division using arrays		
Patterns and Algebra 2 MA2-8NA	Multiplication and Division 2 MA2-6NA		
Investigate and use the properties of odd and even numbers	Recall and use multiplication facts up to 10 × 10 with automaticity		
Recognise, continue and describe number patterns resulting from performing multiplication	Relate multiplication facts to their inverse division facts		
	Determine multiples and factors of whole numbers		



Content Cluster 13: Patterns repeat or grow and future terms can be predicted (number structure)				
Multiplication and	Fractions and Decimals 1	Whole Numbers 1 MA2-4NA	Two-Dimensional Space 2 MA2-	
Division 1 M2-6NA	MA2-7NA	Count forwards and backwards by tens	15MG	
Recall multiplication	Count by halves, quarters	and hundreds from any starting point	Use transformations to create and	
facts for twos, threes,	and thirds, including with	Read, write and order numbers of up to	describe symmetrical designs	
fives and tens	mixed numerals	four digits	Create and record tessellating	
Link multiplication and		Whole Numbers 2 MA2-4NA	designs	
division using arrays		Read, write and order numbers of up to		
		five digits		
	Multiplication and Division 1 M2-6NA Recall multiplication facts for twos, threes, fives and tens Link multiplication and division using arrays	Multiplication and Division 1 M2-6NA Recall multiplication facts for twos, threes, fives and tensFractions and Decimals 1 MA2-7NALink multiplication and division using arraysCount by halves, quarters and thirds, including with mixed numerals	Multiplication and Division 1 M2-6NAFractions and Decimals 1 MA2-7NAWhole Numbers 1 MA2-4NA Count forwards and backwards by tens and hundreds from any starting pointRecall multiplication facts for twos, threes, fives and tensCount by halves, quarters and thirds, including with mixed numeralsRecad, write and order numbers of up to four digitsLink multiplication and division using arraysKead, write and order numbers of up to five digits	

Content Cluster 14: Multiples can be visually represented as an array (number structure)					
Multiplication and Division 1	Multiplication and Division 2 MA2-6NA	Area 1 MA2-10MG	Volume and Capacity 1	Patterns and Algebra 2	
MA2-6NA	Relate multiplication facts to their inverse	Use square centimetres and	MA2-11MG	MA2-8NA	
Link multiplication and division	division facts	square metres to measure and	Use cubic centimetres to	Recognise, continue and	
using arrays	Determine multiples and factors of whole	estimate rectangular (and square)	measure and compare	describe number patterns	
Model and apply to	numbers	areas	volumes	resulting from performing	
commutative property for	Use and record a range of mental and	Area 2 MA2-10MG		multiplication	
multiplication	informal written strategies for multiplication	Measure and compare the areas			
Use mental strategies to	and division of two-digit numbers by a	of regular and irregular shapes			
multiply one-digit numbers by	one-digit operator	using a square-centimetre grid			
multiples of 10	Use mental strategies and informal recording				
	methods for division with remainders				



Content Cluster 15: The 'for each' concept – for each of these (how many rows), there are some of those (how much in each row)					
Multiplication and Division 1 MA2-6NA       Multiplication and Division 2 MA2-6NA       Patterns and Algebra 2 MA2-8NA					
Link multiplication and division using arrays	Determine multiples and factors of whole numbers	Recognise, continue and describe number patterns			
Model and apply to commutative property for multiplication resulting from performing multiplication					

#### Content Cluster 16: A fraction is a number that represents a relationship between parts and the whole

Fractions and Decimals 1 MA2-7NA Count by halves, quarters and thirds,	Fractions and Decimals 2 MA2-7NA Apply the place value system to represent	Angles 1 MA2-16MG Identify and describe angles as measures of turn	Whole Numbers 2 MA2-4NA Record numbers of up to five digits
Represent fractions on number lines, including number lines that extend	Make connections between fraction and decimal notation		
beyond 1	Represent decimals on number lines		

Content Cluster 17: Fractions represent division (number relationships)					
Fractions and Decimals 1 MA2- 7NA Model and represent fractions with denominators 2, 3, 4, 5 and 8	<b>Fractions and Decimals 2 MA2-7NA</b> Model and find equivalence between fractions with denominators 2, 4 and 8; 3 and 6; and 5, 10 and 100	Multiplication and Division 1 MA2- 6NA Recall multiplication facts for twos, threes, fives and tens Link multiplication and division using arrays	Multiplication and Division 2 MA2-6NA Relate multiplication facts to their inverse division facts Use mental strategies and informal recording methods for division with remainders		



Content Cluster 18: Time can be measured in hours, minutes and seconds (links to fractional language)					
Time 1MA2-13MG     Time 2 MA2-13MG     Fractions and Decimals 1 MA2-7NA     Angles 1 MA2-16MG					
Recognise the coordinated movements of	Convert between seconds, minutes,	Model and represent fractions with	Identify and describe angles as		
the hands on a clock	hours and days	denominators 2, 3, 4, 5 and 8	measures of turn		
Read and record time to the minute, using	Use and interpret am and pm	Count by halves, quarters and thirds,	Compare angle sizes in everyday		
digital notation and the terms 'past' and 'to'	notation	including with mixed numerals	situations		
digital notation and the terms 'past' and 'to'	notation	including with mixed numerals	situations		

Content Cluster 19: Duration can be calculated using units of time			
Time 1MA2-13MG	Time 2 MA2-13MG	Addition and Subtraction 1 MA2-5NA	Multiplication and Division 2 MA2-6NA
Read and record time to the minute, using	Convert between seconds, minutes,	Use and record a range of mental	Use and record a range of mental and
digital notation and the terms 'past' and 'to'	hours and days	strategies for addition and subtraction of	informal written strategies for
	Use and interpret am and pm	two-, three- and four-digit numbers	multiplication and division of two-digit
	notation		numbers by a one-digit operator

Content Cluster 20: Time can be represented in multiple ways (e.g. calendars, timelines, timetables)						
Time 1MA2-13MG	Time 2 MA2-13MG	Fractions and Decimals 1 MA2-7NA	Whole Numbers 1 MA2-4NA			
Recognise the coordinated movements of	Convert between seconds, minutes,	Model and represent fractions with	State the place value of digits in			
the hands on a clock	hours and days	denominators 2, 3, 4, 5 and 8	numbers of up to four digits			
Read and record time to the minute, using	Use and interpret am and pm	Count by halves, quarters and thirds,	Read, write and order numbers of up			
digital notation and the terms 'past' and 'to'	digital notation and the terms 'past' and 'to' notation including with mixed numerals to four digits					



Content Cluster 21: Measurements are appre	oximations and can be repr	esented using formal units	

Length 1 MA2-9MG	Area 1 MA2-10MG	Volume and Capacity 1 MA2-11MG	Mass 1 MA2-12MG
Record lengths using the abbreviations	Recognise the need for	Recognise the need for formal units to measure	Recognise the need for
m, cm and mm	formal units to	capacity and volume	formal units to
Length 2 MA2-9MG	measure area	Record capacities and volumes using the	measure mass
Select and use appropriate scaled instruments	Record lengths using the	abbreviations L and cm3	Record masses using the
and units to measure and compare lengths	abbreviations cm2 and m2	Volume and Capacity 2 MA2-11MG	abbreviation kg
Record temperatures using the symbol for		Record capacities and volumes using the	
degrees (°)		abbreviations L and mL	

Content Cluster 22: Benchmark numbers can be used to estimate quantities (how much/how many)				
Area 1 MA2-10MG	Volume and Capacity 1 MA2-11MG	Mass 1 MA2-12MG		
Use square centimetres and	Use litres to measure, compare and estimate	Use kilograms to		
square metres to measure and	capacities and volumes	measure, compare, order		
estimate rectangular (and square)	Volume and Capacity 2 MA2-11MG	and estimate masses		
areas	Use litres and millilitres to measure, compare			
	and estimate capacities and volumes			
	Area 1 MA2-10MG Use square centimetres and square metres to measure and estimate rectangular (and square) areas	Area 1 MA2-10MG       Volume and Capacity 1 MA2-11MG         Use square centimetres and square metres to measure and estimate rectangular (and square) areas       Volume and Capacity 2 MA2-11MG         Use litres to measure, compare and estimate rectangular (and square) areas       Volume and Capacity 2 MA2-11MG         Use litres and volumes       Volume and Capacity 2 MA2-11MG         Use litres and volumes       Use litres and volumes         Volume and Capacity 2 MA2-11MG       Use litres and millilitres to measure, compare and estimate capacities and volumes		



Content Cluster 23: Numbers and quantities can be compared using scale (links to proportionality)					
Addition and Subtraction	Length 1 MA2-9MG	Position 1 MA2-17MG	Data 1 MA2-18SP	Time 2 MA2-13MG	
1 MA2-5NA	Use metres, centimetres and	Draw simple maps, with and	Collect data, organise into categories	Read and interpret	
Use and record a range	millimetres to measure,	without a grid	and create displays using lists, tables,	simple timetables,	
of mental strategies	compare, order and estimate	Position 2 MA2-17MG	picture graphs and simple column	timelines and calendars	
for addition and	lengths	Interpret legends and directions on	graphs (one-to-one correspondence)		
subtraction of two-,	Length 2 MA2-9MG	MA2-9MG etween metres, distance between two points on	Data 2 MA2-18SP		
three- and four-digit	Convert between metres,		Construct data displays, including tables,		
numbers	centimetres and millimetres maps	and column graphs and picture graphs of			
			many-to-one correspondence		

Content Cluster 24: Objects can be measured and compared through different representations					
Three-dimensional Space 1 MA2- 14MG Make models of three-dimensional objects Create nets from everyday packages	Three-Dimensional Space 2 MA2-14MG Represent three-dimensional objects in drawings showing depth Sketch three-dimensional objects from different views Interpret and make drawings of objects on isometric grid paper	Volume and Capacity 1 MA2-11MG Use cubic centimetres to measure and compare volumes	Multiplication and Division 2 MA2-6NA Use and record a range of mental and informal written strategies for multiplication and division of two-digit numbers by a one-digit operator		



Content Cluster 25: Shapes can be measured and compared through different representations					
Two-Dimensional Space 1 MA2-	Position 1 MA2-17MG	Area 2 MA2-10MG	Length 2 MA2-9MG	Angles 1 MA2-16MG	
15MG	Use grid-referenced maps to	Measure and compare the areas	Estimate and measure	Compare angle sizes in	
Combine common shapes to form	locate and describe positions	of regular and irregular shapes	perimeters of	everyday situations	
other shapes and record the	and pathways	using a square-centimetre grid	two-dimensional shapes		
arrangement	Draw simple maps, with and	Compare areas measured in			
Split common shapes into other	without a grid	square centimetres and square			
shapes and record the result		metres			

Content Cluster 26: Shape properties remain constant even when they are moved or reorientated (transforming shapes)				
Three-Dimensional Space 1	Three-Dimensional Space 2 MA2-14MG	Two-Dimensional Space 1 MA2-15MG	Two-Dimensional Space 2 MA2-15MG	
MA2-14MG	Sketch three-dimensional objects from	Identify and name the special quadrilaterals	Use transformations to create and	
Identify, describe and7compare	different views	presented in different orientations	describe symmetrical designs	
features of prisms, pyramids,	Interpret and make drawings of	Identify and describe shapes as 'regular' or	Create and record tessellating	
cylinders, cones and spheres	objects on isometric grid paper	ʻirregular'	designs	
		Describe and compare features of shapes, including		
		the special quadrilaterals		



Content Cluster 27: Shapes and objects are classified based on properties (comparing features)				
Three-Dimensional Space 1 MA2-14MG	Two-Dimensional Space 1 MA2-15MG	Angles 1 MA2-16MG		
Identify, describe and compare features	Identify and name the special quadrilaterals presented in different	Identify 'perpendicular' lines and 'right angles'		
of prisms, pyramids, cylinders, cones	orientations	Angles 2 MA2-16MG		
and spheres	Identify and describe shapes as 'regular' or 'irregular'	Draw and classify angles as acute, obtuse,		
	Describe and compare features of shapes, including the special	straight, reflex or a revolution		
	quadrilaterals			
	Identify and draw lines of symmetry on shapes			

Content Cluster 28: Patterns can be created using shapes (copying, rotating, translating and reflecting)					
Patterns and Algebra 1 MA2-8NA	Two-Dimensional Space	Two-Dimensional Space 2 MA2-15MG	Angles 1 MA2-16MG		
Identify, continue, create, describe and	1 MA2-15MG	Combine common shapes to form other shapes	Identify 'perpendicular' lines and 'right		
record increasing and decreasing number	Identify and draw lines of	and record the arrangement	angles'		
patterns	symmetry on shapes	Split common shapes into other shapes and	Angles 2 MA2-16MG		
Patterns and Algebra 2 MA2-8NA		record the result	Draw and classify angles as acute, obtuse,		
Recognise, continue and describe number		Use transformations to create and describe	straight, reflex or a revolution		
patterns resulting from performing		symmetrical designs			
multiplication		Create and record tessellating designs			



Content Cluster 29: Locating and positioning is based on references (to points or one's self)						
Position 1 MA2-17MGPosition 2 MA2-17MGUse grid-referenced maps to locate and describe positions and pathwaysDetermine directions N, E, S, W and NE, SE, SW, NW, given one of the directionsDraw simple maps, with and without a gridInterpret legends and directions on maps		<b>Two-Dimensional Space 1 MA2-15MG</b> Identify and name the special quadrilaterals presented in different orientations	Three-Dimensional Space 2 MA2- 14MG Sketch three-dimensional objects from different views			
Content Cluster 30: Information ca	Content Cluster 30: Information can be collected, represented and analysed using numbers (collecting data)					
Data 1 MA2-18SP	Data 2 MA2-18SP	Chance 1 MA2-19SP	Addition and Subtraction 2 MA2-5NA			
Plan methods for data collection	Select, trial and refine methods for data	Identify and describe possible 'outcomes'	Use and record a range of mental			
Interpret and compare data displays	collection, including survey questions and	of chance experiments	strategies for addition and subtraction			
	recording sheets	Predict and record all possible	of two-, three-, four-and five-digit			
	Evaluate the effectiveness of different	combinations in a chance situation	numbers			
	displays	Conduct chance experiments and				
		compare predicted with actual results				

Content Cluster 31: Information can be presented visually to convey meaning (data representations)				
Data 2 MA2-18SP	Chance 1 MA2-19SP	Angles 1 MA2-16MG	Length 2 MA2-9MG	
Construct data displays, including	Conduct chance	Identify 'perpendicular'	Select and use appropriate scaled	
tables, and column graphs and	experiments and compare	lines and 'right angles'	instruments and units to measure	
picture graphs of many-to-one	predicted with actual		and compare lengths	
correspondence	results			
	<b>Data 2 MA2-18SP</b> Construct data displays, including tables, and column graphs and picture graphs of many-to-one correspondence	Ean be presented visually to convey meaning (data represented visually to convey meaning to convey meaning visually to convey me	Ean be presented visually to convey meaning (data representations)Data 2 MA2-18SPChance 1 MA2-19SPAngles 1 MA2-16MGConstruct data displays, including tables, and column graphs and picture graphs of many-to-one correspondenceConduct chance experiments and compare predicted with actual resultsIdentify 'perpendicular' lines and 'right angles'	



Content Cluster 32: Events can be predicted, measured, and discussed based on chance					
Chance 1 MA2-19SP	Chance 2 MA2-19SP	Data 2 MA2-18SP	Addition and Subtraction 1 MA2-5NA		
Conduct chance experiments and	Describe possible everyday events and	Select, trial and refine methods for data	Use and record a range of mental		
compare predicted with actual results	order their chances of occurring	collection, including survey questions	strategies for addition and		
	Identify everyday events where one	and recording sheets	subtraction of two-, three- and four-		
	occurring cannot happen if the other		digit numbers		
	happens				
	Identify events where the chance of one				
	occurring will not be affected by the				
	occurrence of the other				



Content Cluster 1: Place value (numbers can be regrouped and renamed – partitioning)					
Whole Numbers 1 MA3-4NA         Fractions and Decimals 1 MA3-7NA         Fractions and Decimals 2 MA3-7NA					
State the place value of digits in numbers of any size	Apply the place value system to represent	Multiply and divide decimals by 10, 100			
Record numbers of any size using expanded notation	thousandths as decimals	and 1000			
Whole Numbers 2 MA3-4NA	Express mixed numerals as improper fractions	Write fractions in their 'simplest form'			
Identify and describe prime and composite numbers	and vice versa				

Content Cluster 2: Representing numbers (numbers can be represented, ordered and compared ba	sed on their place value)
	•

Whole Numbers 1 MA3-	Fractions and Decimals 1	Fractions and Decimals	Length 2 MA3-9MG	Volume and Capacity 2	Mass 2 MA3-12MG
4NA	MA3-7NA	2 MA3-7NA	Record lengths and	MA3-11MG	Record mass using
Read, write and order	Compare and order unit	Represent, compare	distances using decimal	Record volumes and	decimal notation to
numbers of any size	fractions with	and order fractions with	notation to three decimal	capacities using	three decimal places
Whole Numbers 2 MA3-	denominators	denominators	places	decimal notation to	
4NA	2, 3, 4, 5, 6, 8, 10, 12	2, 3, 4, 5, 6, 8, 10, 12		three decimal places	
Recognise the location of	and 100	and 100			
negative numbers in relation	Compare, order and				
to zero on a number line	represent decimals with				
	up to three decimal places				



Content Cluster 3: Comparing quantities – linear focus (numbers can be compared based on size and place value)			
Length 1 MA3-9MG	Length 2 MA3-9MG	Volume and Capacity 2 MA3-	Time 1MA3-13MG
Use the kilometre to measure lengths	Record lengths and	11MG	Convert between 12- and
and distances	distances using decimal	Record volumes and capacities	24-hour time
Select and use appropriate	notation to three decimal	using decimal notation to three	
instruments and units to measure	places	decimal places	
lengths	Convert between	Convert between millilitres and	
Record lengths and distances using	kilometres, metres,	litres	
the abbreviations km, m, cm and mm	centimetres and millimetres		
	g quantities – linear focus (numbersLength 1 MA3-9MGUse the kilometre to measure lengthsand distancesSelect and use appropriateinstruments and units to measurelengthsRecord lengths and distances usingthe abbreviations km, m, cm and mm	Length 1 MA3-9MGLength 2 MA3-9MGUse the kilometre to measure lengths and distancesRecord lengths and distances using decimal notation to three decimal placesSelect and use appropriate instruments and units to measure lengthsnotation to three decimal placesRecord lengths and distances using the abbreviations km, m, cm and mmConvert between kilometres and millimetres	Length 1 MA3-9MGLength 2 MA3-9MGVolume and Capacity 2 MA3-Use the kilometre to measure lengthsRecord lengths and11MGand distancesdistances using decimalRecord volumes and capacitiesSelect and use appropriatenotation to three decimalusing decimal notation to threeinstruments and units to measureplacesConvert betweenConvert betweenRecord lengths and distances usingKilometres, metres,Iitreskilometres, metres,centimetresLengthere

Content Cluster 4: Comparing quantities – area/volume/mass focus (numbers can be compared based on size and place value)			
Fractions and Decimals 1	Area 1 MA3-10MG	Volume and Capacity 1 MA3-	Mass 1 MA3-12MG
MA3-7NA	Recognise the need for	11MG	Recognise the need for tonnes to measure mass
Compare and order unit	square kilometres and	Use cubic centimetres and cubic	Record masses using the abbreviations t, kg and g
fractions with denominators	hectares to measure area	metres to measure and estimate	Select and use appropriate instruments and units to measure mass
2, 3, 4, 5, 6, 8, 10, 12	Record areas using the	volumes	Solve problems involving mass
and 100	abbreviations km <sub>2</sub> and ha	Select and use appropriate units	Mass 2 MA3-12MG
Compare, order and		to measure volume	Record mass using decimal notation to three decimal places
represent decimals with		Record volumes using the	Convert between tonnes, kilograms and grams
up to three decimal places		abbreviations cm <sub>3</sub> and m <sub>3</sub>	



Content Cluster 5: Partitioning: Part-whole number knowledge (numbers can be partitioned in multiple ways)			
Whole Numbers 1 MA3-4NA	Fractions and Decimals 1 MA3-7NA	Fractions and Decimals 2 MA3-7NA	Multiplication and Division 1 MA3-6NA
Record numbers of any size using	Compare and order unit fractions with	Represent, compare and order	Use and record a range of mental and
expanded notation	denominators 2, 3, 4, 5, 6, 8, 10, 12	fractions with denominators	written strategies to divide numbers with
Whole Numbers 2 MA3-4NA	and 100	2, 3, 4, 5, 6, 8, 10, 12 and 100	three or more digits by a one-digit
Identify and describe prime and	Express mixed numerals as improper	Write fractions in their 'simplest	operator, including problems that result
composite numbers	fractions and vice versa	form'	in a remainder

Content Cluster 6: Flexible s	strategies for operating with numbers (nur	nbers can be partitioned to assist with computation)
Addition and Subtraction 1	Multiplication and Division 1 MA3-6NA	Fractions and Decimals 1 MA3-7NA
MA3-5NA	Use and record a range of mental and	Model and represent strategies to add and subtract fractions with the same
Select and apply efficient	written strategies to multiply by one- and	denominator
mental, written and calculator	two-digit operators	Fractions and Decimals 2 MA3-7NA
strategies for addition and	Use and record a range of mental and	Add and subtract fractions, included mixed numerals, with the same or related
subtraction of numbers of any	written strategies to divide numbers with	denominators
size	three or more digits by a one-digit operator,	Use mental, written and calculator strategies to add and subtract decimals with up to
	including problems that result in a remainder	three decimal places
		Use mental, written and calculator strategies to multiply decimals by one- and two-digit
		whole numbers
		Use mental, written and calculator strategies to divide decimals by one-digit whole
		numbers



Content Cluster 7: A variety of strategies can be applied to solve word problems			
Addition and Subtraction 1	Addition and Subtraction 2 MA3-5NA	Multiplication and Division 1 MA3-6NA	Fractions and Decimals 2
MA3-5NA	Select and apply efficient mental, written and	Solve word problems and record the	MA3-7NA
Solve word problems and	calculator strategies to solve word problems	strategy used	Solve word problems involving
record the strategy used,	and record the strategy used	Multiplication and Division 2 MA3-6NA	fractions and decimals,
including problems involving		Select and apply efficient mental, written and	including money problems
money		calculator strategies to solve word problems and	
		record the strategy used	

Content Cluster 8: Multiples can be visually represented as an array ('for each' number structure)				
Multiplication and Division 1 MA3-6NA	Multiplication and Division 2 MA3-6NA	Area 1 MA3-10MG	Volume and	Patterns and Algebra 2
Use and record a range of mental and	Select and apply efficient mental,	Develop a strategy to find	Capacity 2 MA3-	MA3-8NA
written strategies to multiply by one- and	written and calculator strategies to	areas of rectangles (including	11MG	Continue, create, record
two-digit operators	solve word problems and record the	squares) and record the	Develop a strategy	and describe geometric
Use and record a range of mental and	strategy used	strategy in words	to find volumes of	and number patterns in
written strategies to divide numbers with		Area 2 MA3-10MG	rectangular prisms	words
three or more digits by a one-digit		Develop a strategy to find	and record the	
operator, including problems that result in		areas of triangles and record	strategy in words	
a remainder		the strategy in words		



Content Cluster 9: Reasonableness of solutions can be checked using estimation			
Addition and Subtraction 1 MA3-5NA	Multiplication and Division 1 MA3-6NA Solve word problems and record the	Multiplication and Division 2 MA3-6NA Select and apply efficient mental, written and	Fractions and Decimals 2 MA3-7NA
Use estimation to check answers to calculations Solve word problems and record the strategy used, including problems involving	strategy used Use estimation to check answers to calculations	calculator strategies to solve word problems and record the strategy used	Solve word problems involving fractions and decimals, including money problems
money			

Content Cluster 10: Benchmark numbers can be used to estimate quantities (how much/how many)				
Addition and Subtraction 1	Multiplication and	Fractions and Decimals	Volume and Capacity 1 MA3-11MG	Angles 1 MA3-16MG
MA3-5NA	Division 1 MA3-6NA	2 MA3-7NA	Use cubic centimetres and cubic metres to	Measure, compare and estimate
Use estimation to check	Solve word problems and	Make connections	measure and estimate volumes	angles in degrees (up to 360°)
answers to calculations	record the strategy used	between equivalent	Select and use appropriate units to measure	Record angle measurements
	Use estimation to check	percentages, fractions	volume	using the symbol for degrees (°)
	answers to calculations	and decimals		



Content Cluster 11: Number relationships – converting (e.g. one thousand can be regrouped as 10 hundreds, 100 tens, or 1000 ones)					
Whole Numbers 1 MA3-4NA Read, write and order numbers of any size	Time 1MA3-13MG Convert between 12- and 24-hour time	Fractions and Decimals 1 MA3-7NA Apply the place value system to represent thousandths as decimals	Length 2 MA3-9MG Convert between kilometres, metres,	Volume and Capacity 2 MA3-11MG Convert between	Mass 2 MA3-12MG Convert between tonnes, kilograms
State the place value of digits in numbers of any size Record numbers of any size using expanded notation	Determine and compare the duration of events	Fractions and Decimals 2 MA3-7NA Multiply and divide decimals by 10, 100 and 1000	centimetres and millimetres	millilitres and litres	and grams

Content Cluster 12: Money uses a many-to-one scale (link to place value e.g. 100 cents is equal to \$1)			
Addition and Subtraction 1 MA3-5NA	Multiplication and Division 1 MA3-6NA	Fractions and Decimals 2 MA3-7NA	
Solve word problems and record the strategy used,	Solve word problems and record the	Solve word problems involving fractions and decimals, including money	
including problems involving money	strategy used	problems	
Create a simple budget	Interpret remainders in division problems	Use mental, written and calculator strategies to calculate 10%, 25%	
		and 50% of quantities, including as discounts	

Content Cluster 13: The 'equals sign' means "the same as" (equality and inequality)			
Multiplication and Division 2 MA3-6NA	Patterns and Algebra 1 MA3-8NA	Fractions and Decimals 2 MA3-7NA	
Recognise and use grouping symbols	Find missing numbers in number sentences involving	Determine, generate and record equivalent fractions	
Apply the order of operations in calculations	multiplication or division on one or both sides of the equals	Make connections between equivalent percentages, fractions	
	sign	and decimals	



Content Cluster 14: Numbers can be represented using pairs to explore odd and even properties		
Patterns and Algebra 1 MA3-8NA	Whole Numbers 1 MA3-4NA	
Identify, continue create and describe increasing and decreasing number	Determine factors and multiples of whole numbers	
patterns with fractions, decimals and whole numbers	Whole Numbers 2 MA3-4NA	
	Identify and describe prime and composite numbers	
	Model and describe square and triangular numbers	

Content Cluster 15: Patterns repeat or grow and future terms can be predicted (number structure)					
Content Cluster 15: Patter Patterns and Algebra 1 MA3- 8NA Identify, continue create and describe increasing and decreasing number patterns with fractions, decimals and whole numbers	Multiplication and Division 1 MA3-6NA Use and record a range of mental and written strategies to multiply by one- and two-digit operators	Fractions and Decimals 1 MA3-7NA Model and represent strategies to add and subtract fractions with the same denominator Fractions and Decimals 2 MA3-7NA Use mental, written and calculator strategies to add and subtract decimals with up to three decimal places Use mental, written and calculator strategies	Whole Numbers 1 MA3-4NA Read, write and order numbers of any size Whole Numbers 2 MA3-4NA Model and describe square and triangular	Addition and Subtraction 1 MA3- 5NA Select and apply efficient mental, written and calculator strategies for addition and subtraction of numbers of any size	
		to multiply decimals by one- and two-digit whole numbers Use mental, written and calculator strategies to divide decimals by one-digit whole numbers	numbers		



Content Cluster 16: Patterns can be represented geometrically						
Patterns and Algebra 2	Multiplication and	Two-Dimensional Space 1 MA3-15MG	Whole Numbers 1 MA3-4NA	Addition and Subtraction 1 MA3-		
MA3-8NA	Division 1 MA3-6NA	Classify and draw regular and irregular	Read, write and order	5NA		
Continue, create, record	Use and record a	two-dimensional shapes from descriptions	numbers of any size	Select and apply efficient		
and describe geometric	range of mental and	of their features	Whole Numbers 2 MA3-4NA	mental, written and calculator		
and number patterns in	written strategies to	Use the terms 'translate', 'reflect' and 'rotate'	Model and describe square	strategies for addition and		
words	multiply by one- and	to describe transformations of shapes	and triangular numbers	subtraction of numbers of any		
Determine the rule for	two-digit operators	Two-Dimensional Space 2 MA3-15MG		size		
geometric and number		Identify, use and describe combinations				
patterns in words and		of translations, reflections and rotations				
use the rule to calculate						
values						

Content Cluster 17: A fraction is a number (that represents a relationship between parts and the whole)					
Fractions and Decimals 1 MA3-7NA	Fractions and Decimals 2 MA3-7NA	Whole Numbers 2 MA3-4NA			
Compare and order unit fractions with	Represent, compare and order fractions with denominators	Read, write and order numbers of any			
denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100	2, 3, 4, 5, 6, 8, 10, 12 and 100	size			
Express mixed numerals as improper fractions	Determine, generate and record equivalent fractions	State the place value of digits in			
and vice versa	Write fractions in their 'simplest form'	numbers of any size			
	Make connections between equivalent percentages, fractions and	Record numbers of any size using			
	decimals	expanded notation			



Content Cluster 18: Fractions represent division (number relationships)						
Fractions and Decimals 1 MA3-	Fractions and Decimals 2 MA3-7NA	Multiplication and Division 1 MA3-6NA	Patterns and Algebra 1 MA3-8NA			
7NA	Represent, compare and order fractions	Use and record a range of mental and	Identify, continue create and describe			
Compare and order unit fractions	with denominators 2, 3, 4, 5, 6, 8, 10, 12	written strategies to divide numbers with	increasing and decreasing number patterns			
with denominators	and 100	three or more digits by a one-digit operator,	with fractions, decimals and whole numbers			
2, 3, 4, 5, 6, 8, 10, 12 and 100	Determine, generate and record	including problems that result in a remainder				
Express mixed numerals as	equivalent fractions	Interpret remainders in division problems				
improper fractions and vice versa	Write fractions in their 'simplest form'					

Content Cluster 19: Fractions as a measure						
Fractions and Decimals 1 MA3-	Length 1 MA3-9MG	Area 1 MA3-10MG	Time 1MA3-13MG			
7NA	Record lengths and distances using the	Recognise the need for square kilometres and	Convert between 12- and			
Model and represent strategies to	abbreviations km, m, cm and mm	hectares to measure area	24-hour time			
add and subtract fractions with the	Find perimeters of common two-	Record areas using the abbreviations km <sub>2</sub> and ha	Time 2 MA3-13MG			
same denominator	dimensional shapes and record the	Develop a strategy to find areas of rectangles	Interpret and use			
Fractions and Decimals 2 MA3-	strategy	(including squares) and record the strategy in words	timetables			
7NA	Length 2 MA3-9MG	Area 2 MA3-10MG				
Add and subtract fractions,	Convert between kilometres, metres,	Develop a strategy to find areas of triangles and				
included mixed numerals, with the	centimetres and millimetres	record the strategy in words				
same or related denominators	Solve problems involving length and	Solve problems involving areas of rectangles				
	perimeter	(including squares) and triangles				



Content Cluster 20: Fractions as an operator						
Fractions and Decimals 2 MA3-7NA Multiply fractions by whole numbers Find a simple fraction of a quantity Solve word problems involving fractions and decimals, including money problems Make connections between equivalent percentages, fractions and decimals Use mental, written and calculator strategies to calculate 10%, 25% and 50% of quantities, including as discounts	Addition and Subtraction 1 MA3- 5NA Solve word problems and record the strategy used, including problems involving money Create a simple budget	Multiplication and Division 1 MA3-6NA Use and record a range of mental and written strategies to multiply by one- and two-digit operators	Area 2 MA3-10MG Solve problems involving areas of rectangles (including squares) and triangles			

Content Cluster 21: Time can be measured and compared in hours, minutes and seconds (relating 12 to 24 hour time)						
Time 1MA3-13MG	Time 2 MA3-13MG	Fractions and Decimals 1 MA3-7NA	Addition and Subtraction 2 MA3-5NA			
Convert between 12- and 24-hour time	Interpret and use timetables	Model and represent strategies to	Select and apply efficient mental, written and			
Determine and compare the duration		add and subtract fractions with the	calculator strategies to solve word problems and			
of events		same denominator	record the strategy used			



Content Cluster 22: Numbers and quantities can be compared using scale (links to proportionality)						
Multiplication and	Length 1 MA3-9MG	Position MA3-17MG	Data 1 MA3-18SP	Time 2 MA3-	Two-Dimensional	
Division 1 MA3-6NA	Select and use appropriate	Use grid-referenced maps to	Construct data displays,	13MG	Space 1 MA3-	
Use and record a	instruments and units to measure	locate and describe positions	including tables, column graphs,	Draw and	15MG	
range of mental and	lengths	Follow a sequence of directions,	dot plots and line graphs,	interpret	Make and compare	
written strategies to	Record lengths and distances using	including compass directions, to	appropriate for the data type	timelines using	enlargements of	
multiply by one- and	the abbreviations km, m, cm and mm	find a particular location on a map	Describe and interpret data	a given scale	shapes/pictures	
two-digit operators	Length 2 MA3-9MG	Describe routes using landmarks	presented in tables, column			
	Convert between kilometres, metres,	and directional language	graphs, dot plots and line graphs			
	centimetres and millimetres					
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Content Cluster 23: Measurements are approximations and can be represented using formal units

Length 1 MA3-9MG	Area 1 MA3-10MG	Volume and Capacity 1 MA3-	Mass 1 MA3-12MG	Angles 1 MA3-16MG
Record lengths and	Record areas using	11MG	Recognise the need for tonnes to	Recognise the need for formal units to
distances using the	the abbreviations	Record volumes using the	measure mass	measure angles
abbreviations km, m, cm	km <sub>2</sub> and ha	abbreviations cm3 and m3	Record masses using the abbreviations t,	Record angle measurements using the
and mm		Volume and Capacity 2 MA2-	kg and g	symbol for degrees (°)
Length 2 MA3-9MG		11MG	Distinguish between 'gross mass' and	Construct angles using a protractor
Record lengths and		Record volumes and capacities	'net mass'	(up to 360°)
distances using decimal		using decimal notation to three	Mass 2 MA3-12MG	Describe angle size in degrees for each
notation to three decimal		decimal places	Record mass using decimal notation to	angle classification
places		Convert between millilitres and	three decimal places	
		litres		



Content Cluster 24: The multiplicative structure (row and column) can be applied to measure area and volume						
Multiplication and	Fraction and Decimals 2	Area 1 MA3-10MG	Volume and Capacity 2 MA3-	Three-Dimensional Space 2 MA3-		
Division 1 MA3-6NA	MA3-7NA	Develop a strategy to find areas of	11MG	14MG		
Use and record a range	Use mental, written and	rectangles (including squares) and	Develop a strategy to find	Construct prisms and pyramids		
of mental and written	calculator strategies	record the strategy in words	volumes of rectangular prisms	using a variety of materials, and		
strategies to multiply by	to multiply decimals by one-	Area 2 MA3-10MG	and record the strategy	given drawings from different		
one- and two-digit	and two-digit whole numbers	Develop a strategy to find areas of	in words	views		
operators		triangles and record the strategy in				
		words				

Content Cluster 25: Objects can be measured and compared through different representations					
Three-dimensional Space 1 MA3-14MG	Volume and Capacity 1 MA3-11MG	Multiplication and Division 1 MA3-6NA			
Describe and compare properties of prisms and	Use cubic centimetres and cubic metres to measure and	Use and record a range of mental and written			
pyramids in terms of their faces, edges and vertices	estimate volumes	strategies to multiply by one- and two-digit			
Connect three-dimensional objects with their nets	Select and use appropriate units to measure volume	operators			
Three-Dimensional Space 2 MA3-14MG	Volume and Capacity 2 MA3-11MG				
Construct prisms and pyramids using a variety of	Connect volume and capacity and their units				
materials, and given drawings from different views	of measurement				
	Develop a strategy to find volumes of rectangular prisms				
	and record the strategy in words				



opposite angles'

Use known angle results to find

unknown angles in diagrams

Identify and name parts of circles

### Stage 3 Content Clusters

Content Cluster 26: Shapes can be measured and compared through different representations							
Two-Dimensional Space 1 MA3-15MG Identify, name and draw right-angled, equilateral, isosceles and scalene triangles Compare and describe side properties the special quadrilaterals and special triangles Explore angle properties of the special	Area 1 MA3-10MGDevelop a strategy to find areas of rectangles(including squares) and record the strategyin wordsArea 2 MA3-10MGDevelop a strategy to find areas of trianglesand record the strategy in words	Length 1 MA3-9MG Find perimeters of common two- dimensional shapes and record the strategy	Angles 1 MA3-16MG Measure, compare and estimate angles in degrees (up to 360°) Describe angle size in degrees for each angle classification				
quadrilaterals and special triangles Content Cluster 27: Shape and of	ojects are classified based on their propert	ies					
Three-Dimensional Space 1 MA3- 14MG Name prisms and pyramids	<b>Two-Dimensional Space 1 MA3-15MG</b> Identify, name and draw right-angled, equilateral, isosceles and scalene triangles	Two-Dimensional Space 2 MA3- 15MG Identify, describe, compare and	Angles 2 MA3-16MG Identify and name angle types formed by the intersection of straight lines,				
according to the shape of their baseCompare and describe side properties of the specialRecognise that prisms have aquadrilaterals and special triangles		shapes	'angles at a point' and 'vertically				

Explore angle properties of the special quadrilaterals

shapes from descriptions of their features

Identify line and rotational symmetries

Classify and draw regular and irregular two-dimensional

and special triangles

faces, edges and vertices

do not

uniform cross-section and pyramids

Describe and compare properties of

prisms and pyramids in terms of their



Content Cluster 28: Grid references and coordinates can be used for locating and positioning				
Position 1 MA3-17MG Use grid-referenced maps to	Patterns and Algebra 2 MA3- 8NA	Two-Dimensional Space 1 MA3-15MG Use the terms 'translate', 'reflect' and 'rotate' to describe	Three-Dimensional Space 2 MA3- 14MG	
locate and describe positions	Locate and record the coordinates of points in all four quadrants of the Cartesian plane	transformations of shapes Make and compare enlargements of shapes/pictures <b>Two-Dimensional Space 2 MA3-15MG</b> Identify, use and describe combinations of translations, reflections and rotations	Construct prisms and pyramids using a variety of materials, and given drawings from different views	

Content Cluster 29: Information can be collected, analysed and interpreted using numbers (collecting data)				
Data 1 MA3-18SP	Data 2 MA3-18SP	Chance 1 MA3-19SP	Addition and Subtraction	Multiplication and Division
Collect categorical and	Interpret and create two-way	List outcomes of chance experiments	1 MA3-5NA	1 MA3-6NA
numerical data by observation	tables	involving equally likely outcomes	Select and apply efficient	Use and record a range
and by survey	Interpret side-by-side column	Chance 2 MA3-19SP	mental, written	of mental and written
Describe and interpret data	graphs	Conduct chance experiments with	and calculator strategies	strategies to divide
presented in tables, column	Compare a range of data displays	both small and large numbers of trials	for addition and	numbers with three or
graphs, dot plots and line	to determine the most appropriate		subtraction of numbers of	more digits by a one-digit
graphs	display for particular sets of data		any size	operator
	Interpret and critically evaluate			
	data presented in digital media and			
	elsewhere			



Content Cluster 30: Information can be presented visually to convey meaning (data representations and exploring bias)			
Data 1 MA3-18SP	Data 2 MA3-18SP	Angles 1 MA3-16MG	Length 1 MA3-9MG
Construct data displays, including tables,	Interpret and create two-way tables	Construct angles using a protractor	Select and use appropriate
column graphs, dot plots and line	Compare a range of data displays to	(up to 360°)	instruments and units to measure
graphs, appropriate for the data type	determine the most appropriate display		lengths
	for particular sets of data		
Content Cluster 31: Events can be	predicted, compared, and analysed base	ed on probability	
Chance 1 MA3-19SP	Chance 2 MA3-19SP	Data 1 MA3-18SP	Data 2 MA3-18SP
List outcomes of chance experiments	Compare observed frequencies in chance	Collect categorical and numerical data by	Interpret and critically evaluate data
involving equally likely outcomes	experiments with expected frequencies	observation and by survey	presented in digital media and
			a la su de sus

	graphs	
and large numbers of trials	tables, column graphs, dot plots and line	
Conduct chance experiments with both small	Describe and interpret data presented in	elsewhere

Content Cluster 32: Probabilities of events can be described in a range of 0 – 1 (probabilities as fractions of a whole)

Chance 1 MA3-19SP	Chance 2 MA3-19SP	Data 1 MA3-18SP	Fractions and Decimals 2 MA3-7NA
Represent probabilities using fractions	Compare observed frequencies in chance	Collect categorical and numerical	Represent, compare and order fractions with
Recognise that probabilities range from	experiments with expected frequencies	data by observation and by survey	denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100
0 to 1	Represent probabilities using fractions,		Solve word problems involving fractions and
	decimals and percentages		decimals