
Maths Trek
NSW Syllabus Match
Early Stage 1
NSW Syllabus Edition
09/25

Refer to the tables to see how the Maths Trek NSW Syllabus Edition topics match the NSW Mathematics Syllabus for Early Stage 1.

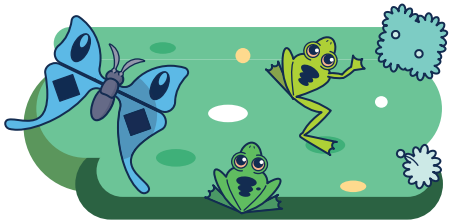
Early Stage 1 Syllabus Match — Maths Trek K

Working mathematically

Outcome MAO-WM-01 is comprehensively covered in the Maths Trek program. Students develop mathematical understanding, fluency, reasoning and problem-solving skills as they work through the sequence of topics, revision and investigations.

A student:

- develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01



Number and algebra

Mathematical concept	Outcomes	Content	Topics	
Representing whole numbers	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-01 • reads numerals and represents whole numbers to at least 20 MAE-RWN-02	**Instantly name the number of objects within small collections**		
		• Instantly recognise (subitise) the number of items in small groups of up to four items without counting	**1.1** One **1.2** Two **2.1** Three	**2.2** Count to three **3.2** Four **INV** Oz-animal Olympics*
		• Identify the number of items in different arrangements	**2.2** Count to three **3.2** Four	**3.3** Five **9.1** Dot patterns
		Use the counting sequence of ones flexibly		
		• Count forwards to at least 30 and state the number after or before a given number, without needing to count from one	**10.1** Count to 10 **14.1** Numbers before, after, in between	**29.2** Count to 30 **31.2** Missing numbers to 30
		• Identify and distinguish the 'teen' numbers from multiples of ten with the same initial sounds	**29.2** Count to 30	
		• Count backwards from a given number 20 or less	**13.2** Count backwards from 10	**28.2** Count forwards and backwards
		• Identify the number before as 'one less' and the number after as 'one more' than a given number	**12.1** One more than **13.1** One less than	**14.1** Numbers before, after, in between
		Recognise number patterns		
		• Recognise dice and domino dot patterns	**9.1** Dot patterns	
		• Recognise different finger patterns for the same number	Included in all topics that introduce numbers to 10.	

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Number and algebra

Mathematical concept	Outcomes	Content	Topics	
Representing whole numbers cont.		**Connect counting and numerals to quantities**		
		• Count with one-to-one correspondence, recognising that the last number name represents the total number in the collection	**4.1** Count and match one-to-one	**16.3** Count collections **17.3** Count collections
		• Count out a specified number of objects (from 5 to 20) from a larger collection, keeping track of the count	**16.2** Numbers 11 to 15	**17.2** Numbers 16 to 20
		• Make correspondences between collections (Reasons about quantity)	**8.2** Compare collections to 10	**22.2** Compare collections to 20
		• Read numerals to at least 20, including zero	**1.1** One **1.2** Two **2.1** Three **3.2** Four **3.3** Five **4.3** Six **4.4** Seven	**7.1** Eight **7.2** Nine **7.3** Ten **8.1** Zero **16.2** Numbers 11 to 15 **16.3** Count collections **17.2** Numbers 16 to 20
		• Represent numbers as quantities to at least 20 using objects (such as fingers), number words and numerals	**1.1** One **1.2** Two **2.1** Three **3.2** Four **3.3** Five **4.3** Six **4.4** Seven **7.1** Eight **7.2** Nine **7.3** Ten	**8.1** Zero **8.3** Represent numbers to 10 **16.2** Numbers 11 to 15 **16.3** Count collections **17.2** Numbers 16 to 20 **17.3** Count collections **19.2** Represent numbers 11 to 15 **20.2** Represent numbers 16 to 20 **30.2** Use ten frames to represent numbers to 20
		• Compare and order numbers to 20	**25.2** Order numbers to 20	**33.2** Order numbers to 30
		• Use the term 'is the same as' to express equality of groups (Reasons about quantity)	**3.4** Equal groups	**8.2** Compare collections to 10

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Number and algebra

Mathematical concept	Outcomes	Content	Topics	
Combining and separating quantities	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • reasons about number relations to model addition and subtraction by combining and separating, and comparing collections MAE-CSQ-01 • represents the relations between the parts that form the whole, with numbers up to 10 MAE-CSQ-02	**Model additive relations and compare quantities**		
		• Identify situations in which addition and subtraction may be applied	**35.1** Addition and subtraction	**INV** Zoo escape*
		• Combine two or more groups of objects to model addition, identifying the relationship between the parts and the whole	**16.1** Combine two groups **17.1** Combine two groups **19.1** Model addition	**20.1** Addition: How many altogether? **22.1** Addition stories
		• Separate and take away part of a group of objects to model subtraction	**23.1** Model subtraction **23.2** Subtraction stories	**29.1** Take away
		• Use concrete materials or fingers to model and solve addition and subtraction questions, counting forwards or backwards by ones as necessary	**19.1** Model addition **21.1** Use beads to show addition	**21.2** Make 10 **33.4** Find the missing group
		• Compare two groups of objects to determine how many more (Reasons about quantity)	**25.1** Find the difference	**34.4** Compare two groups to find the difference
		Identify part–whole relationships in numbers up to 10		
		• Use visual representations of numbers to assist with combining and separating quantities, identifying the relationship between the quantities	**22.4** Use ten frames to show addition	**29.3** Add more to make 10
		• Describe the action of combining, separating and comparing	**21.2** Make 10	
		• Use five as a reference in forming numbers from six to ten	**4.3** Six **4.4** Seven **7.1** Eight	**7.2** Nine **7.3** Ten
		• Create, model and recognise combinations for numbers up to ten (Reasons about relations)	**10.3** Partition 6 and 7 **11.1** Use ten frames to represent numbers to 10 **12.3** Partition 8 and 9	**13.3** Partition 10 **21.2** Make 10 **29.3** Add more to make 10
		• Count by ones to find the total or difference	**28.1** Count on 1 and 2 **29.3** Add more to make 10 **33.3** Money	**33.4** Find the missing group **34.3** Shopping
		• Use drawings, words and numerals to record addition and subtraction, and explain their thinking (Reasons about relations)	**19.1** Model addition **20.1** Addition: How many altogether? **21.2** Make 10 **27.1** Draw pictures to show subtraction	**33.4** Find the missing group **34.3** Shopping **INV** Zoo escape*

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Number and algebra

Mathematical concept	Outcomes	Content	Topics	
Forming groups	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • recognises, describes and continues repeating patterns MAE-FG-01 • forms equal groups by sharing and counting collections of objects MAE-FG-02	**Copy, continue and create patterns**		
		• Copy and continue repeating patterns using sounds and/or actions	**19.3** Copy a pattern	
		• Copy, continue and create repeating patterns using shapes, objects, images or pictures (Reasons about patterns)	**21.3** Identify the next item in a pattern **22.3** Describe and continue patterns	**23.3** Continue and create patterns
		Investigate and form equal groups by sharing		
		• Distribute a group of familiar objects into smaller groups and recognise whether the number in each group is equal or not	**30.1** Share equally	**31.1** Share equally
		• Group and share concrete materials by distributing objects one by one or using another method	**30.1** Share equally	
		Record grouping and sharing		
		• Label the number of objects in a group	**30.1** Share equally **31.1** Share equally	**34.1** Make equal groups
		• Record grouping and sharing using drawings, words and numerals, and explain their thinking (Reasons about relations)	**30.1** Share equally **31.1** Share equally	**34.1** Make equal groups **INV** Hungry billy goats*

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Measurement and space

Mathematical concept	Outcomes	Content	Topics
Geometric measure	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • describes position and gives and follows simple directions MAE-GM-01 • describes and compares lengths MAE-GM-02 • identifies half the length and the halfway point MAE-GM-03	**Position: Describe position and movement of oneself**	
		• Give and follow simple directions to position themselves or objects	**9.3** Position
		• Describe the position of an object in relation to another object, such as in, on, under as well as the directions up and down	**5.3** High and low, near and far **9.3** Position
		• Describe the position of an object using proximity terms and referring to frames of reference	**3.1** In front of, behind, between, next to
		• Use the ordinal names to at least third to describe order of position	**5.1** Ordinal numbers to 5th **28.3** Ordinal numbers to 10th **INV** Oz-animal Olympics*
		• Begin to describe the positions of objects in relation to themselves using the terms 'left' and 'right'	**26.3** Left and right
		Length: Use direct and indirect comparisons to decide which is longer	
		• Identify the attribute of 'length' as the measure of an object from end to end	**2.3** Short and long
		• Use comparative language to describe length	**1.3** Short and tall **1.4** Long/short, wide/narrow, thick/thin **2.3** Short and long **16.4** Compare length **17.4** Longer than, shorter than
		• Compare lengths directly by placing objects side by side and aligning the ends	**16.4** Compare length **17.4** Longer than, shorter than
		• Explain why the length of a piece of string remains unchanged whether placed in a straight line or a curve	**2.3** Short and long
		• Compare lengths indirectly by copying a length (Reasons about relations)	**17.4** Longer than, shorter than
		Length: Create half a length	
		• Divide a length into two equal parts (Reasons about relations)	**18.3** Half a length
		• Distinguish between the halfway point and half a length	**18.3** Half a length
		• Describe positions as 'about halfway', 'more than halfway' or 'less than halfway'	**18.3** Half a length

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Measurement and space

Mathematical concept	Outcomes	Content	Topics
Two-dimensional spatial structure	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles MAE-2DS-01 • describes and compares areas of similar shapes MAE-2DS-02	**2D shapes: Sort, describe and name familiar shapes**	
		• Identify familiar shapes in a range of contexts	**14.2** Name and sort shapes
		• Sort shapes according to features such as size and shape	**13.4** Sort shapes
		• Recognise and explain how a group of shapes has been sorted (Reasons about spatial relations)	**13.4** Sort shapes **14.2** Name and sort shapes
		• Describe shapes, including circles, squares, triangles and rectangles	**10.4** Circles **11.2** Triangles **11.3** Squares **12.4** Rectangles **14.2** Name and sort shapes
		• Ask and respond to questions that help identify and name a particular shape	**10.4** Circles **11.2** Triangles **11.3** Squares **12.4** Rectangles
		• Distinguish examples of triangles from non-examples	**11.2** Triangles
		2D shapes: Represent shapes	
		• Manipulate circles, squares, triangles and rectangles, and describe their features	**INV** Hopscotch*
		• Turn shapes to fit into or match a given space (Reasons about spatial relations)	**INV** Hopscotch*
		• Make representations of shapes in a variety of ways, using paint, paper, movements or technology	**10.4** Circles **11.2** Triangles **11.3** Squares **12.4** Rectangles
		• Make pictures and designs using a selection of shapes	**INV** Hopscotch*
		• Make two-dimensional shapes by tracing around the faces of three-dimensional objects	**14.2** Name and sort shapes
		• Identify and draw lines and curves	**10.2** Lines and shapes
		Area: Identify and compare area	
		• Make closed shapes and identify the attribute of area as the measure of the amount of surface	**9.2** Area **10.2** Lines and shapes
		• Use comparative language to describe areas	**9.2** Area **35.2** Compare area
		• Predict which of two surfaces will have the larger area and justify the answer (Reasons about spatial relations)	**35.2** Compare area
		• Compare areas of two similar shapes directly by drawing, tracing, or cutting and pasting	**9.2** Area

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Measurement and space

Mathematical concept	Outcomes	Content	Topics
Three-dimensional spatial structure	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • manipulates, describes and sorts three-dimensional objects MAE-3DS-01 • describes and compares volumes MAE-3DS-02	**3D objects: Explore familiar three-dimensional objects**	
		• Describe the features of familiar objects	**18.2** Sort and describe 3D objects
		• Sort objects and identify the attribute used to sort them	**18.2** Sort and describe 3D objects
		• Make and describe a variety of three-dimensional models	**25.3** 3D models
		• Predict the stacking capabilities of various three-dimensional objects (Reasons about spatial relations)	**26.2** Predict movement of 3D objects
		Volume: Compare internal volume by filling and packing	
		• Fill and empty containers using materials such as water or sand	**26.4** Holds more, holds less **27.3** Compare capacity
		• Use the terms 'full', 'empty' and 'about half full'	**25.4** Full and empty
		• Compare the internal volumes (capacities) of two containers directly by filling one and pouring into the other	**27.3** Compare capacity
		• Compare the internal volumes of two containers indirectly by pouring their contents into two other identical containers and observing the level reached in each	**27.3** Compare capacity
		• Establish that containers of different shapes may hold the same amount	**26.4** Holds more, holds less
		• Stack and pack blocks into defined spaces	**26.4** Holds more, holds less
		Volume: Compare volume by building	
		• Identify the attribute of *volume* as the amount of space an object or substance occupies	**30.3** Compare volume
		• Compare the volumes of two objects made from blocks or connecting cubes directly by deconstructing one object and using its parts to construct a copy of the other object	**30.3** Compare volume
		• Use comparative language to describe volume	**30.3** Compare volume

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Measurement and space

Mathematical concept	Outcomes	Content	Topics
Non-spatial measure	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • describes and compares the masses of objects MAE-NSM-01 • sequences events and reads hour time on clocks MAE-NSM-02	**Mass: Identify and compare mass using weight**	
		• Identify that objects can be heavy or light	**19.4** Heavy and light
		• Compare two masses directly by hefting	**20.3** Compare mass by hefting
		• Predict which object would be heavier than, lighter than, or have about the same weight as another object and explain reasons for this prediction (Reasons about relations)	**21.4** Heavier, lighter, the same as
		Time: Compare and order the duration of events using the language of time	
		• Use terms such as 'daytime', 'night-time', 'morning', 'afternoon', 'today', 'tomorrow', 'yesterday', 'before', 'after' and 'next'	**7.4** Events in my day **12.2** Yesterday, today, tomorrow **28.4** Before and after **30.4** Sequence events
		• Sequence events in time	**30.4** Sequence events
		• Compare the duration of two events	**18.1** Duration of events
		Time: Connect days of the week to familiar events and actions	
		• Recall that there are seven days in a week	**8.4** Days of the week: The Hungry Caterpillar
		• Name and order the days of the week	**8.4** Days of the week: The Hungry Caterpillar
		• Identify events that occur daily and relate events to a particular day or time of day	**7.4** Events in my day **8.4** Days of the week: The Hungry Caterpillar
		Time: Tell time on the hour on analog and digital clocks	
		• Create the layout of an analog clock	**4.2** O'clock
		• Read analog and digital clocks to the hour using the term 'o'clock'	**4.2** O'clock **33.1** Analog and digital time
		• Describe the position of the hour and minute hands on an analog clock when reading hour time	**4.2** O'clock

ISBN 978 1 74135 328 0

Early Stage 1 Syllabus Match — Maths Trek K

Statistics and probability

Mathematical concept	Outcomes	Content	Topics	
Data	A student: • develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01 • contributes to collecting data and interprets data displays made from objects MAE-DATA-01	**Respond to questions, collect information and discuss possible outcomes of activities**		
		• Predict possible responses to a question	**26.1** Collect data	**31.3** Collect data
		• Collect information from their peers and about their environment	**14.3** Ask questions to collect data **26.1** Collect data	**31.3** Collect data **34.2** Use tally marks to show data
		• Pose and respond to questions about the information collected	**14.3** Ask questions to collect data **26.1** Collect data	**31.3** Collect data **34.2** Use tally marks to show data
		Organise objects into simple data displays and interpret the displays		
		• Group objects according to characteristics	**5.2** Sort data	**27.2** Data displays
		• Compare the sizes of groups of objects by counting (Reasons about relations)	**5.2** Sort data	
		• Arrange objects according to a characteristic to form a data display	**5.2** Sort data	**27.2** Data displays
		• Interpret information presented in a data display to answer questions (Reasons about quantity)	**5.2** Sort data **26.1** Collect data **27.2** Data displays	**31.3** Collect data **35.3** Interpret data displays

* Where required, investigations are listed in addition to the topics to fully cover the Syllabus Content.

ISBN 978 1 74135 328 0

