



# Maths Trek

## NSW Syllabus Match Early Stage 1 – Stage 1

NSW Syllabus Edition

### Availability information

The NSW Syllabus Edition for K–2 is available now.

Note: The NSW Syllabus Edition for Years 3–6 will be ready for use in 2026.

Refer to the NSW Syllabus Match Stage 2–3 for information on how those year levels match to the NSW Syllabus.

## Early Stage 1 Syllabus Match

## Maths Trek K

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 and investigations	
Representing whole numbers	<p>A student:</p> <ul style="list-style-type: none"><li>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</li><li>demonstrates an understanding of how whole numbers indicate quantity MAE-RWN-01</li><li>reads numerals and represents whole numbers to at least 20 MAE-RWN-02</li></ul>	Instantly name the number of objects within small collections		
		<ul style="list-style-type: none"><li>Instantly recognise (subitise) the number of items in small groups of up to four items without counting</li></ul>	<b>1.1</b> One <b>1.2</b> Two <b>2.1</b> Three	<b>2.2</b> Count to three <b>3.2</b> Four <b>INV</b> Oz-animal Olympics
		<ul style="list-style-type: none"><li>Identify the number of items in different arrangements</li></ul>	<b>2.2</b> Count to three <b>3.2</b> Four	<b>3.3</b> Five <b>9.1</b> Dot patterns
		Use the counting sequence of ones flexibly		
		<ul style="list-style-type: none"><li>Count forwards to at least 30 and state the number after or before a given number, without needing to count from one</li></ul>	<b>10.1</b> Count to 10 <b>14.1</b> Numbers before, after, in between	<b>29.2</b> Count to 30 <b>31.2</b> Missing numbers to 30
		<ul style="list-style-type: none"><li>Identify and distinguish the 'teen' numbers from multiples of ten with the same initial sounds</li></ul>	<b>29.2</b> Count to 30	
		<ul style="list-style-type: none"><li>Count backwards from a given number 20 or less</li></ul>	<b>13.2</b> Count backwards from 10	<b>28.2</b> Count forwards and backwards
		<ul style="list-style-type: none"><li>Identify the number before as 'one less' and the number after as 'one more' than a given number</li></ul>	<b>12.1</b> One more than <b>13.1</b> One less than	<b>14.1</b> Numbers before, after, in between
		Recognise number patterns		
<ul style="list-style-type: none"><li>Recognise dice and domino dot patterns</li></ul>	<b>9.1</b> Dot patterns			
<ul style="list-style-type: none"><li>Recognise different finger patterns for the same number</li></ul>	Included in all topics that introduce numbers to 10.			

## Early Stage 1 Syllabus Match

## Maths Trek K

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

## Early Stage 1 Syllabus Match

## Maths Trek K

## Number and algebra

Mathematical concept	Outcomes	Content	Topics and investigations	
Combining and separating quantities	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>reasons about number relations to model addition and subtraction by combining and separating, and comparing collections MAE-CSQ-01</li> <li>represents the relations between the parts that form the whole, with numbers up to 10 MAE-CSQ-02</li> </ul>	Model additive relations and compare quantities	35.1 Addition and subtraction	INV Zoo escape
		Identify situations in which addition and subtraction may be applied	16.1 Combine two groups	20.1 Addition: How many altogether?
		Combine two or more groups of objects to model addition, identifying the relationship between the parts and the whole	17.1 Combine two groups	22.1 Addition stories
		Separate and take away part of a group of objects to model subtraction	19.1 Model addition	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	23.1 Model subtraction	21.2 Make 10
		Compare two groups of objects to determine how many more (Reasons about quantity)	23.2 Subtraction stories	33.4 Find the missing group
		Identify part-whole relationships in numbers up to 10	19.1 Model addition	25.1 Find the difference
		Use visual representations of numbers to assist with combining and separating quantities, identifying the relationship between the quantities	21.1 Use beads to show addition	34.4 Compare two groups to find the difference
		Describe the action of combining, separating and comparing	22.4 Use ten frames to show addition	29.3 Add more to make 10
		Use five as a reference in forming numbers from six to ten	21.2 Make 10	7.2 Nine
		Create, model and recognise combinations for numbers up to ten (Reasons about relations)	4.3 Six	7.3 Ten
		Count by ones to find the total or difference	4.4 Seven	13.3 Partition 10
		Use drawings, words and numerals to record addition and subtraction, and explain their thinking (Reasons about relations)	7.1 Eight	21.2 Make 10
			10.3 Partition 6 and 7	29.3 Add more to make 10
			11.1 Use ten frames to represent numbers to 10	33.4 Find the missing group
			12.3 Partition 8 and 9	34.3 Shopping
			28.1 Count on 1 and 2	33.4 Find the missing group
			29.3 Add more to make 10	34.3 Shopping
			33.3 Money	INV Zoo escape
			19.1 Model addition	33.4 Find the missing group
			20.1 Addition: How many altogether?	34.3 Shopping
			21.2 Make 10	INV Zoo escape
			27.1 Draw pictures to show subtraction	

## Early Stage 1 Syllabus Match

## Maths Trek K

Number and algebra			
Mathematical concept	Outcomes	Content	Topics and investigations
Forming groups	A student: <ul style="list-style-type: none"> <li>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</li> <li>recognises, describes and continues repeating patterns MAE-FG-01</li> <li>forms equal groups by sharing and counting collections of objects MAE-FG-02</li> </ul>	<b>Copy, continue and create patterns</b> <ul style="list-style-type: none"> <li>Copy and continue repeating patterns using sounds and/or actions</li> </ul>	<b>19.3</b> Copy a pattern
		<ul style="list-style-type: none"> <li>Copy, continue and create repeating patterns using shapes, objects, images or pictures (Reasons about patterns)</li> </ul>	<b>21.3</b> Identify the next item in a pattern <b>22.3</b> Describe and continue patterns
		<b>Investigate and form equal groups by sharing</b> <ul style="list-style-type: none"> <li>Distribute a group of familiar objects into smaller groups and recognise whether the number in each group is equal or not</li> </ul>	<b>30.1</b> Share equally
		<ul style="list-style-type: none"> <li>Group and share concrete materials by distributing objects one by one or using another method</li> </ul>	<b>30.1</b> Share equally
		<b>Record grouping and sharing</b> <ul style="list-style-type: none"> <li>Label the number of objects in a group</li> </ul>	<b>30.1</b> Share equally <b>31.1</b> Share equally
		<ul style="list-style-type: none"> <li>Record grouping and sharing using drawings, words and numerals, and explain their thinking (Reasons about relations)</li> </ul>	<b>34.1</b> Make equal groups <b>INV</b> Hungry billy goats



## Early Stage 1 Syllabus Match

## Maths Trek K

## Measurement and space

Mathematical concept	Outcomes	Content	Topics and investigations
Geometric measure	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>describes position and gives and follows simple directions MAE-GM-01</li> <li>describes and compares lengths MAE-GM-02</li> <li>identifies half the length and the halfway point MAE-GM-03</li> </ul>	<b>Position: Describe position and movement of oneself</b> <ul style="list-style-type: none"> <li>Give and follow simple directions to position themselves or objects</li> </ul>	<b>9.3</b> Position
		<ul style="list-style-type: none"> <li>Describe the position of an object in relation to another object, such as in, on, under as well as the directions up and down</li> </ul>	<b>5.3</b> High and low, near and far <b>9.3</b> Position
		<ul style="list-style-type: none"> <li>Describe the position of an object using proximity terms and referring to frames of reference</li> </ul>	<b>3.1</b> In front of, behind, between, next to
		<ul style="list-style-type: none"> <li>Use the ordinal names to at least third to describe order of position</li> </ul>	<b>5.1</b> Ordinal numbers to 5th <b>28.3</b> Ordinal numbers to 10th <b>INV</b> Oz-animal Olympics
		<ul style="list-style-type: none"> <li>Begin to describe the positions of objects in relation to themselves using the terms 'left' and 'right'</li> </ul>	<b>26.3</b> Left and right
		<b>Length: Use direct and indirect comparisons to decide which is longer</b> <ul style="list-style-type: none"> <li>Identify the attribute of 'length' as the measure of an object from end to end</li> </ul>	<b>2.3</b> Short and long
		<ul style="list-style-type: none"> <li>Use comparative language to describe length</li> </ul>	<b>1.3</b> Short and tall <b>1.4</b> Long/short, wide/narrow, thick/thin <b>2.3</b> Short and long <b>16.4</b> Compare length <b>17.4</b> Longer than, shorter than
		<ul style="list-style-type: none"> <li>Compare lengths directly by placing objects side by side and aligning the ends</li> </ul>	<b>16.4</b> Compare length <b>17.4</b> Longer than, shorter than
		<ul style="list-style-type: none"> <li>Explain why the length of a piece of string remains unchanged whether placed in a straight line or a curve</li> </ul>	<b>2.3</b> Short and long
		<ul style="list-style-type: none"> <li>Compare lengths indirectly by copying a length (Reasons about relations)</li> </ul>	<b>17.4</b> Longer than, shorter than
		<b>Length: Create half a length</b> <ul style="list-style-type: none"> <li>Divide a length into two equal parts (Reasons about relations)</li> </ul>	<b>18.3</b> Half a length
		<ul style="list-style-type: none"> <li>Distinguish between the halfway point and half a length</li> </ul>	<b>18.3</b> Half a length
		<ul style="list-style-type: none"> <li>Describe positions as 'about halfway', 'more than halfway' or 'less than halfway'</li> </ul>	<b>18.3</b> Half a length

## Early Stage 1 Syllabus Match

## Maths Trek K

## Measurement and space

Mathematical concept	Outcomes	Content	Topics and investigations
Two-dimensional spatial structure	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles MAE-2DS-01</li> <li>describes and compares areas of similar shapes MAE-2DS-02</li> </ul>	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

## Early Stage 1 Syllabus Match

## Maths Trek K

## Measurement and space

Mathematical concept	Outcomes	Content	Topics and investigations
Three-dimensional spatial structure	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>manipulates, describes and sorts three-dimensional objects MAE-3DS-01</li> <li>describes and compares volumes MAE-3DS-02</li> </ul>	<b>3D objects: Explore familiar three-dimensional objects</b>	
		• Describe the features of familiar objects	<b>18.2</b> Sort and describe 3D objects
		• Sort objects and identify the attribute used to sort them	<b>18.2</b> Sort and describe 3D objects
		• Make and describe a variety of three-dimensional models	<b>25.3</b> 3D models
		• Predict the stacking capabilities of various three-dimensional objects (Reasons about spatial relations)	<b>26.2</b> Predict movement of 3D objects
		<b>Volume: Compare internal volume by filling and packing</b>	
		• Fill and empty containers using materials such as water or sand	<b>26.4</b> Holds more, holds less <b>27.3</b> Compare capacity
		• Use the terms 'full', 'empty' and 'about half full'	<b>25.4</b> Full and empty
		• Compare the internal volumes (capacities) of two containers directly by filling one and pouring into the other	<b>27.3</b> 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	<b>27.3</b> Compare capacity
		• Establish that containers of different shapes may hold the same amount	<b>26.4</b> Holds more, holds less
		• Stack and pack blocks into defined spaces	<b>26.4</b> Holds more, holds less
		<b>Volume: Compare volume by building</b>	
		• Identify the attribute of <i>volume</i> as the amount of space an object or substance occupies	<b>30.3</b> 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	<b>30.3</b> Compare volume
		• Use comparative language to describe volume	<b>30.3</b> Compare volume



## Early Stage 1 Syllabus Match

## Maths Trek K

## Measurement and space

Mathematical concept	Outcomes	Content	Topics and investigations
Non-spatial measure	A student: <ul style="list-style-type: none"> <li>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</li> <li>describes and compares the masses of objects MAE-NSM-01</li> <li>sequences events and reads hour time on clocks MAE-NSM-02</li> </ul>	<b>Mass: Identify and compare mass using weight</b> <ul style="list-style-type: none"> <li>Identify that objects can be heavy or light</li> <li>Compare two masses directly by hefting</li> <li>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)</li> </ul>	<b>19.4</b> Heavy and light <b>20.3</b> Compare mass by hefting <b>21.4</b> Heavier, lighter, the same as
		<b>Time: Compare and order the duration of events using the language of time</b> <ul style="list-style-type: none"> <li>Use terms such as 'daytime', 'night-time', 'morning', 'afternoon', 'today', 'tomorrow', 'yesterday', 'before', 'after' and 'next'</li> <li>Sequence events in time</li> <li>Compare the duration of two events</li> </ul>	<b>7.4</b> Events in my day <b>12.2</b> Yesterday, today, tomorrow <b>30.4</b> Sequence events <b>18.1</b> Duration of events
		<b>Time: Connect days of the week to familiar events and actions</b> <ul style="list-style-type: none"> <li>Recall that there are seven days in a week</li> <li>Name and order the days of the week</li> <li>Identify events that occur daily and relate events to a particular day or time of day</li> </ul>	<b>8.4</b> Days of the week: The Hungry Caterpillar <b>8.4</b> Days of the week: The Hungry Caterpillar <b>7.4</b> Events in my day <b>8.4</b> Days of the week: The Hungry Caterpillar
		<b>Time: Tell time on the hour on analog and digital clocks</b> <ul style="list-style-type: none"> <li>Create the layout of an analog clock</li> <li>Read analog and digital clocks to the hour using the term 'o'clock'</li> <li>Describe the position of the hour and minute hands on an analog clock when reading hour time</li> </ul>	<b>4.2</b> O'clock <b>4.2</b> O'clock <b>4.2</b> O'clock <b>33.1</b> Analog and digital time

## Early Stage 1 Syllabus Match

## Maths Trek K

## Statistics and probability

Mathematical concept	Outcomes	Content	Topics and investigations
Data	A student: <ul style="list-style-type: none"> <li>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</li> <li>contributes to collecting data and interprets data displays made from objects MAE-DATA-01</li> </ul>	Respond to questions, collect information and discuss possible outcomes of activities	
		• Predict possible responses to a question	<b>26.1</b> Collect data <b>31.3</b> Collect data
		• Collect information from their peers and about their environment	<b>14.3</b> Ask questions to collect data <b>31.3</b> Collect data <b>26.1</b> Collect data <b>34.2</b> Use tally marks to show data
		• Pose and respond to questions about the information collected	<b>14.3</b> Ask questions to collect data <b>31.3</b> Collect data <b>26.1</b> Collect data <b>34.2</b> Use tally marks to show data
		Organise objects into simple data displays and interpret the displays	
		• Group objects according to characteristics	<b>5.2</b> Sort data <b>27.2</b> Data displays
		• Compare the sizes of groups of objects by counting (Reasons about relations)	<b>5.2</b> Sort data
		• Arrange objects according to a characteristic to form a data display	<b>5.2</b> Sort data <b>27.2</b> Data displays
		• Interpret information presented in a data display to answer questions (Reasons about quantity)	<b>5.2</b> Sort data <b>31.3</b> Collect data <b>26.1</b> Collect data <b>35.3</b> Interpret data displays <b>27.2</b> Data displays

## Stage 1A Syllabus Match

## Maths Trek 1

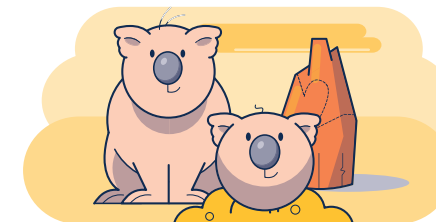


### Working mathematically

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, investigations, problem-solving strategies and practice problems.

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, investigations and problem-solving
Representing whole numbers A	A student: <ul style="list-style-type: none"> <li>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</li> <li>applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers MA1-RWN-01</li> <li>reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values MA1-RWN-02</li> </ul>	Use counting sequences of ones with two-digit numbers and beyond <ul style="list-style-type: none"> <li>Identify the number before and after a given two-digit number</li> </ul>	<div>1.2 Counting in ones</div> <div>1.3 Reading and writing numbers to 20</div> <div>2.1 Counting in ones to 100</div> <div>17.3 One more, one less, ten more, ten less</div>
		Count forwards and backwards by ones from a given number to at least 120	<div>1.2 Counting in ones</div> <div>2.1 Counting in ones to 100</div>
		Continue and create number patterns <ul style="list-style-type: none"> <li>Model and describe 'odd' and 'even' numbers using items paired in two rows</li> <li>Count forwards and backwards by twos from any starting point</li> </ul>	<div>2.2 Odd and even number patterns</div> <div>2.3 Skip counting by twos to 20</div> <div>14.2 Skip counting by twos to 100</div>
		Represent numbers on a line <ul style="list-style-type: none"> <li>Sequence numbers and arrange them on a line by considering the order and size of those numbers</li> <li>Locate the approximate position of multiples of 10 on a model of a number line from 0 to 100</li> </ul>	<div>2.1 Counting in ones to 100</div> <div>2.3 Skip counting by twos to 20</div> <div>9.1 Ordering numbers to 100</div> <div>19.1 Count and order numbers to 150</div>
		Represent the structure of groups of ten in whole numbers <ul style="list-style-type: none"> <li>Recognise that ten ones is the same as one ten</li> <li>Use 10 as a reference in forming numbers from 11 to 20</li> </ul>	<div>30.1 Regrouping two-digit numbers</div> <div>1.3 Reading and writing numbers to 20</div>

## Stage 1A Syllabus Match

## Maths Trek 1

Number and algebra					
Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving		
Representing whole numbers A cont.		• Count large sets of objects by systematically grouping in tens	<b>3.2</b> Representing two-digit numbers to 30	<b>9.2</b> Counting collections to 100	<b>10.1</b> Counting groups of 10
			<b>3.3</b> Reading and writing two-digit numbers		
		• Partition two-digit numbers to show quantity values	<b>11.1</b> Representing two-digit numbers	<b>23.1</b> Partitioning tens and ones	<b>30.1</b> Regrouping two-digit numbers
			<b>17.1</b> Representing tens and ones		
			<b>18.1</b> Writing tens and ones		
		• Use number lines and number charts to assist with locating the nearest ten to a number	<b>9.2</b> Counting collections to 100		
		• Estimate, to the nearest ten, the number of objects in a collection and check by counting in groups of ten (Reasons about quantity)	<b>9.2</b> Counting collections to 100		
Combining and separating quantities A	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 • uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning MA1-CSQ-01	Use advanced count-by-one strategies to solve addition and subtraction problems			
		• Apply the terms 'add', 'plus', 'equals', 'is equal to', 'is the same as', 'take away', 'minus' and 'the difference between' to describe combining and separating quantities	<b>7.1</b> Addition number sentences	<b>18.2</b> Subtraction – find the difference	
			<b>15.1</b> Subtraction	<b>23.2</b> Subtraction facts	
		• Recognise and use the symbols for plus (+), minus (–) and equals (=)	<b>7.1</b> Addition number sentences	<b>16.1</b> Subtraction number sentences	
		• Record number sentences in a variety of ways using drawings, words, numerals and symbols	<b>7.1</b> Addition number sentences	<b>18.2</b> Subtraction – find the difference	
			<b>12.1</b> Addition using think boards	<b>23.2</b> Subtraction facts	
			<b>14.1</b> Partitioning to 20	<b>28.2</b> Addition and subtraction money problems	
			<b>15.1</b> Subtraction		
			<b>16.1</b> Subtraction number sentences		
			<b>16.2</b> Subtraction using think boards		
		• Fluently use advanced count-by-one strategies including counting on and counting back to solve addition and subtraction problems involving one- and two-digit numbers (Reasons about relations)	<b>8.1</b> Addition using number lines	<b>17.2</b> Counting back 1 or 2	
			<b>9.3</b> Counting on 1 or 2	<b>17.3</b> One more, one less, ten more, ten less	
			<b>15.1</b> Subtraction		
			<b>16.1</b> Subtraction number sentences	<b>23.2</b> Subtraction facts	

## Stage 1A Syllabus Match

## Maths Trek 1

## Number and algebra

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving	
Combining and separating quantities A cont.		Recognise and recall number bonds up to ten		
		<ul style="list-style-type: none"> <li>Recognise, recall and record combinations of two numbers that add up or bond to form 10</li> </ul>	<b>7.1</b> Addition number sentences <b>10.2</b> Friends of 10	<b>28.2</b> Addition and subtraction money problems <b>INV</b> Numbers up
		<ul style="list-style-type: none"> <li>Model and record patterns for individual numbers up to ten by making all possible whole-number combinations (Reasons about patterns)</li> </ul>	<b>4.1</b> Partitioning to 10 <b>10.2</b> Friends of 10	<b>23.4</b> Problem-solving practice
		<ul style="list-style-type: none"> <li>Create, recall and recognise combinations of two numbers that add up to numbers less than 10</li> </ul>	<b>4.1</b> Partitioning to 10 <b>10.4</b> Guessing and checking	<b>25.4</b> Finding smaller parts of a larger problem <b>26.4</b> Problem-solving practice
		<ul style="list-style-type: none"> <li>Describe combinations for numbers using words such as <i>more than</i>, <i>less than</i> and <i>double</i> (Reasons about relations)</li> </ul>	<b>22.1</b> Addition facts	<b>23.2</b> Subtraction facts
		Use flexible strategies to solve addition and subtraction problems		
		<ul style="list-style-type: none"> <li>Use non-count-by-one strategies such as using doubles for near doubles and combining numbers that add to ten</li> </ul>	<b>12.2</b> Doubles and near doubles <b>19.2</b> Think addition to subtract <b>22.1</b> Addition facts <b>23.2</b> Subtraction facts	<b>28.2</b> Addition and subtraction money problems <b>INV</b> Let's roll <b>INV</b> Breakfast cafe
		<ul style="list-style-type: none"> <li>Represent addition and subtraction using structured materials such as a bead string or similar model</li> </ul>	<b>8.1</b> Addition using number lines <b>16.1</b> Subtraction number sentences	<b>18.3</b> Addition using ten frames and number lines <b>28.1</b> Working with coins and notes
		<ul style="list-style-type: none"> <li>Select and apply strategies using number bonds to solve addition and subtraction problems with one- and two-digit numbers by partitioning numbers using quantity value and bridging to 10 (Reasons about relations)</li> </ul>	<b>22.1</b> Addition facts <b>25.3</b> Addition – split and add	<b>27.1</b> Bridging to tens <b>28.1</b> Working with coins and notes
		Represent equality		
		<ul style="list-style-type: none"> <li>Use the equals sign to record equivalent number sentences involving addition, and to mean 'is the same as', rather than as an indication to perform an operation (Reasons about relations)</li> </ul>	<b>11.2</b> Turnarounds	<b>24.1</b> Equivalent number sentences
		<ul style="list-style-type: none"> <li>Model the commutative property for addition and apply it to aid the recall of addition facts (Reasons about relations)</li> </ul>	<b>11.2</b> Turnarounds	<b>24.1</b> Equivalent number sentences
		<ul style="list-style-type: none"> <li>Recall related addition and subtraction facts for numbers to at least 10 (Reasons about relations)</li> </ul>	<b>19.2</b> Think addition to subtract	<b>20.1</b> Addition and subtraction are related

## Stage 1A Syllabus Match

## Maths Trek 1

Number and algebra			
Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Forming groups A	A student: <ul style="list-style-type: none"> <li>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</li> <li>uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems MA1-FG-01</li> </ul>	Count in multiples using rhythmic and skip counting	<div>2.3 Skip counting by twos to 20</div> <div>7.2 Skip counting by fives</div> <div>8.2 Skip counting by tens</div> <div>14.2 Skip counting by twos to 100</div> <div>20.3 Describing number patterns</div>
		Use skip counting patterns	<div>3.4 Making a table or chart</div> <div>19.4 Working backwards</div> <div>20.3 Describing number patterns</div> <div>23.4 Problem-solving practice</div>
		Identify and describe patterns when skip counting forwards or backwards by twos, fives and tens	<div>2.3 Skip counting by twos to 20</div> <div>7.2 Skip counting by fives</div> <div>8.2 Skip counting by tens</div> <div>14.2 Skip counting by twos to 100</div>
		Determine a missing number in a number pattern with a constant difference	<div>2.3 Skip counting by twos to 20</div> <div>7.2 Skip counting by fives</div> <div>20.3 Describing number patterns</div> <div>22.2 Keeping the pattern going</div>
		Describe how the missing number in a number pattern was determined (Reasons about relations)	
		Model and use equal groups of objects to represent multiplication	
		Model and describe collections of objects as <i>groups of</i>	25.1 Equal groups
		Determine and distinguish between the <i>number of groups</i> and the <i>number in each group</i> when describing collections of objects (Reasons about relations)	<div>25.1 Equal groups</div> <div>26.2 Equal groups</div>
		Find the total number of objects using skip counting of equal groups of a known size	26.2 Equal groups
		Recognise and represent division	
		Use concrete materials to model a half of a collection and show the relation between the half and the whole	26.3 Sharing equally
		Model sharing division by distributing a collection of objects equally into a given number of groups to determine how many in each group	<div>26.3 Sharing equally</div> <div>27.3 Sharing and grouping</div>
		Model grouping division by determining the number of groups of a given size that can be formed	<div>27.2 How many groups?</div> <div>27.3 Sharing and grouping</div>
		Describe the part left over when a collection cannot be distributed equally using the given group size	26.3 Sharing equally



## Stage 1A Syllabus Match

## Maths Trek 1

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving	
Geometric measure A	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>represents and describes the positions of objects in familiar locations MA1-GM-01</li> <li>measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres MA1-GM-02</li> <li>creates and recognises halves, quarters and eighths as part measures of a whole length MA1-GM-03</li> </ul>	<b>Position: Follow directions to familiar locations</b> <ul style="list-style-type: none"> <li>Give and follow directions, including directions involving turns to the left and right, to move between familiar locations</li> </ul>	<b>12.3</b> Following directions	<b>26.1</b> Following and writing directions
		<ul style="list-style-type: none"> <li>Give and follow instructions to position objects in models and drawings</li> </ul>	<b>11.3</b> Describing position	
		<ul style="list-style-type: none"> <li>Describe the path from one location to another on drawings and diagrams</li> </ul>	<b>26.1</b> Following and writing directions	
		<b>Length: Measure the lengths of objects using uniform informal units</b> <ul style="list-style-type: none"> <li>Use uniform informal units to measure lengths and distances by placing the units end to end without gaps or overlaps</li> </ul>	<b>5.3</b> Measuring length using informal units <b>19.3</b> Informal units to measure length	<b>INV</b> Ramp champ
		<ul style="list-style-type: none"> <li>Select appropriate uniform informal units to measure lengths and distances</li> </ul>	<b>19.3</b> Informal units to measure length	
		<ul style="list-style-type: none"> <li>Recognise and explain the relationship between the size of a unit and the number of units needed (Reasons about relations)</li> </ul>	<b>5.3</b> Measuring length using informal units	<b>19.3</b> Informal units to measure length
		<ul style="list-style-type: none"> <li>Count informal units to measure lengths or distances and describe the part left over</li> </ul>	<b>19.3</b> Informal units to measure length	
		<ul style="list-style-type: none"> <li>Record lengths and distances by referring to the number and type of unit used</li> </ul>	<b>5.3</b> Measuring length using informal units <b>19.3</b> Informal units to measure length	<b>INV</b> Ramp champ
		<ul style="list-style-type: none"> <li>Use a single informal unit repeatedly (iteratively) to measure length</li> </ul>	<b>19.3</b> Informal units to measure length	
		<b>Length: Compare lengths using uniform informal units</b> <ul style="list-style-type: none"> <li>Compare the lengths of two or more objects using appropriate uniform informal units and check by placing the objects side by side and aligning the ends</li> </ul>	<b>19.3</b> Informal units to measure length	
		<ul style="list-style-type: none"> <li>Explain why the length of an object remains constant when rearranged (Reasons about relations)</li> </ul>	<b>5.3</b> Measuring length using informal units	
		<ul style="list-style-type: none"> <li>Estimate lengths, indicating the number and type of unit used and check by measuring</li> </ul>	<b>5.3</b> Measuring length using informal units	

## Stage 1A Syllabus Match

## Maths Trek 1

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Geometric measure A cont.		<p><b>Length: Subdivide lengths to find halves and quarters</b></p> <ul style="list-style-type: none"> <li>Use concrete materials to model both half and quarters of a whole length, highlighting the length</li> <li>Identify two equal parts and the relationship of the parts to the whole length, linking words and images</li> <li>Recognise when lengths have or have not been divided into halves and quarters</li> </ul>	<p><b>25.2</b> Halves and quarters of a length</p> <p><b>25.2</b> Halves and quarters of a length</p> <p><b>25.2</b> Halves and quarters of a length</p>
Two-dimensional spatial structure A	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>recognises, describes and represents shapes including quadrilaterals and other common polygons MA1-2DS-01</li> <li>measures and compares areas using uniform informal units in rows and columns MA1-2DS-02</li> </ul>	<p><b>2D shapes: Recognise and classify shapes using obvious features</b></p> <ul style="list-style-type: none"> <li>Explore, manipulate and describe features of polygons</li> <li>Use the terms 'side', 'vertex' and 'two-dimensional' to describe plane (flat) shapes</li> <li>Create repeating linear patterns with shapes, including two-shape and three-shape patterns</li> <li>Compare, sort and classify polygons according to the number of sides or vertices</li> <li>Select and name a shape from a description of its features, identifying triangles, quadrilaterals, pentagons, hexagons and octagons (Reasons about spatial relations)</li> <li>Recognise that shapes with the same name may have sides of equal or different lengths (Reasons about spatial relations)</li> <li>Identify shapes presented in different orientations</li> </ul> <p><b>2D shapes: Transform shapes with slides and reflections</b></p> <ul style="list-style-type: none"> <li>Recognise that sliding or reflecting a shape does not change its size or features (Reasons about spatial relations)</li> <li>Identify and create a slide (translation) or reflection of a single shape and use the terms 'slide' (translation) and 'reflection' to describe the movement of the shape</li> <li>Make designs with symmetry from reflection using paper-folding, mirrors, drawings or paintings</li> </ul>	<p><b>7.3</b> Which 2D shape is that?</p> <p><b>8.3</b> Classifying 2D shapes</p> <p><b>15.2</b> Repeating shape patterns</p> <p><b>8.3</b> Classifying 2D shapes <b>28.3</b> Triangles and quadrilaterals</p> <p><b>28.3</b> Triangles and quadrilaterals</p> <p><b>28.3</b> Triangles and quadrilaterals</p> <p><b>7.3</b> Which 2D shape is that?</p> <p><b>31.3</b> Reflect, slide, turn</p> <p><b>31.3</b> Reflect, slide, turn</p> <p><b>31.3</b> Reflect, slide, turn</p>

## Stage 1A Syllabus Match

## Maths Trek 1

Measurement and space			
Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Two-dimensional spatial structure A cont.		Area: Indirectly compare area	
		• Indirectly compare the areas of two surfaces that cannot be moved or superimposed	30.2 Compare area
		• Predict which of two similar shapes has the larger area and check by covering	30.2 Compare area
		Area: Measure areas using uniform informal units	
		• Explore area using uniform informal units to cover the surface in rows or columns without gaps or overlaps	31.1 Measure area
		• Measure area by selecting and using appropriate uniform informal units (Reasons about relations)	31.1 Measure area
		• Explain the relationship between the size of a unit and the number of units needed to measure an area (Reasons about relations)	31.1 Measure area
		• Explain why the area remains constant when units are rearranged (Reasons about relations)	31.1 Measure area
		• Record areas by referring to the number and type of uniform informal unit used	31.1 Measure area
		• Identify any parts of units left over when counting uniform informal units to measure area	31.1 Measure area
		• Estimate areas by referring to the number and type of uniform informal unit used and check by measuring	31.1 Measure area

## Stage 1A Syllabus Match

## Maths Trek 1

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Three-dimensional spatial structure A	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>recognises, describes and represents familiar three-dimensional objects MA1-3DS-01</li> <li>measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units MA1-3DS-02</li> </ul>	<b>3D objects: Recognise familiar three-dimensional objects</b> <ul style="list-style-type: none"> <li>Use the term 'three-dimensional' to describe a range of objects <b>15.3</b> Identify 3D objects</li> <li>Distinguish between objects, which are <i>three-dimensional (3D)</i> and shapes which are <i>two-dimensional (2D)</i> <b>15.3</b> Identify 3D objects</li> <li>Identify and name familiar three-dimensional objects, including cubes, cylinders, spheres and rectangular prisms <b>15.3</b> Identify 3D objects</li> </ul>	
		<b>3D objects: Sort and describe three-dimensional objects</b> <ul style="list-style-type: none"> <li>Manipulate and describe familiar three-dimensional objects <b>16.3</b> Sort and describe 3D objects</li> <li>Use the term 'surface' in describing familiar three-dimensional objects <b>16.3</b> Sort and describe 3D objects</li> <li>Sort familiar three-dimensional objects according to obvious features <b>16.3</b> Sort and describe 3D objects</li> <li>Use the term 'face' to describe the flat surfaces of three-dimensional objects with straight edges <b>16.3</b> Sort and describe 3D objects</li> <li>Select and name a familiar three-dimensional object from a description of its features <b>16.3</b> Sort and describe 3D objects</li> </ul>	
		<b>Volume: Measure and compare the internal volumes (capacities) of containers by filling</b> <ul style="list-style-type: none"> <li>Use uniform informal units to measure how much a container will hold by counting the number of times a smaller container can be filled and emptied into the container being measured <b>23.3</b> Measuring capacity</li> <li>Select appropriate informal units to measure the capacities of containers <b>23.3</b> Measuring capacity</li> <li>Recognise and explain the relationship between the size of a unit and the number of units needed (Reasons about relations) <b>23.3</b> Measuring capacity</li> <li>Compare the internal volumes of two or more containers using appropriate uniform informal units <b>23.3</b> Measuring capacity</li> <li>Recognise and explain why containers of different shapes may have the same internal volume (Reasons about relations) <b>23.3</b> Measuring capacity</li> <li>Estimate how much a container holds by referring to the number and type of uniform informal units used and check by measuring <b>23.3</b> Measuring capacity</li> </ul>	

## Stage 1A Syllabus Match

## Maths Trek 1

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Three-dimensional spatial structure A cont.		Volume: Measure the internal volume (capacity) of containers by packing	
		• Pack cubic units (eg blocks) into rectangular containers so that there are no gaps	20.2 Measure volume by packing
		• Recognise that cubes pack better than other objects in rectangular containers (Reasons about spatial structure)	20.2 Measure volume by packing
		• Estimate and measure the internal volume of a container by filling the container with uniform informal units and counting the number of units used	20.2 Measure volume by packing
		• Explain that if there are gaps when packing and stacking, this will affect the accuracy of measuring the internal volume	20.2 Measure volume by packing
		Volume: Construct volumes using cubes	
		• Explore different rectangular prisms that can be made from a given number of cubes	24.2 Building prisms with cubes
		• Devise and explain strategies for stacking and counting units to form a rectangular prism (Reasons about spatial structure)	24.2 Building prisms with cubes
		• Record volumes, referring to the number and type of uniform informal unit used	24.2 Building prisms with cubes

## Stage 1A Syllabus Match

## Maths Trek 1

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Non-spatial measure A	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>measures, records, compares and estimates the masses of objects using uniform informal units MA1-NSM-01</li> <li>describes, compares and orders durations of events, and reads half- and quarter-hour time MA1-NSM-02</li> </ul>	<b>Mass: Investigate mass using an equal-arm balance</b> <ul style="list-style-type: none"> <li>Place objects on either side of an equal-arm balance to obtain a level balance</li> </ul>	<b>4.2</b> Comparing mass – heavier, lighter
		<ul style="list-style-type: none"> <li>Use an equal-arm balance to compare the masses of two objects and record, which is heavier or lighter</li> </ul>	<b>4.2</b> Comparing mass – heavier, lighter
		<ul style="list-style-type: none"> <li>Predict the action of an equal-arm balance before placing particular objects in each pan (Reasons about relations)</li> </ul>	<b>4.2</b> Comparing mass – heavier, lighter
		<ul style="list-style-type: none"> <li>Use a balance to find two collections of objects that have the same mass</li> </ul>	<b>4.2</b> Comparing mass – heavier, lighter
		<ul style="list-style-type: none"> <li>Compare and order the masses of two or more objects by hefting, and check using an equal-arm balance</li> </ul>	<b>4.2</b> Comparing mass – heavier, lighter
		<b>Time: Name and order the cycle of months</b> <ul style="list-style-type: none"> <li>Name and order the months of the year</li> </ul>	<b>3.1</b> Days, weeks, months, years <b>10.3</b> Calendars and months
		<ul style="list-style-type: none"> <li>Recall the number of days in each month</li> </ul>	<b>10.3</b> Calendars and months
		<ul style="list-style-type: none"> <li>Identify a day and date using a Gregorian calendar</li> </ul>	<b>3.1</b> Days, weeks, months, years <b>10.3</b> Calendars and months
		<ul style="list-style-type: none"> <li>Recognise monthly and annual cycles</li> </ul>	<b>10.3</b> Calendars and months <b>31.2</b> Months and seasons
		<b>Time: Tell time to the half-hour</b> <ul style="list-style-type: none"> <li>Read analog clocks to the half-hour using the terms 'o'clock' and 'half past'</li> </ul>	<b>4.3</b> Time – o'clock, half past
		<ul style="list-style-type: none"> <li>Describe the position of the hands on a clock for the half-hour</li> </ul>	<b>4.3</b> Time – o'clock, half past
		<ul style="list-style-type: none"> <li>Connect the use of half turns to the turn of the minute hand for the passing of the half-hour</li> </ul>	<b>4.3</b> Time – o'clock, half past



## Stage 1A Syllabus Match

## Maths Trek 1

## Statistics and probability

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Data A	A student: <ul style="list-style-type: none"> <li>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</li> <li>gathers and organises data, displays data in lists, tables and picture graphs MA1-DATA-01</li> <li>reasons about representations of data to describe and interpret the results MA1-DATA-02</li> </ul>	<b>Ask questions and gather data</b> <ul style="list-style-type: none"> <li>Investigate a topic of interest by choosing suitable questions to obtain appropriate data</li> </ul>	<b>30.3</b> Collecting data
		<ul style="list-style-type: none"> <li>Gather data and track what has been counted by using concrete materials, tally marks, lists or symbols</li> </ul>	<b>5.2</b> Collecting data using tally marks <b>14.3</b> Object graphs <b>22.3</b> Collecting data <b>30.3</b> Collecting data
		<b>Represent data with objects and drawings and describe the displays</b> <ul style="list-style-type: none"> <li>Use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value</li> </ul>	<b>14.3</b> Object graphs <b>24.3</b> Picture graphs
		<ul style="list-style-type: none"> <li>Describe information presented in one-to-one data displays (Reasons about relations)</li> <li>Use comparative language to describe information presented in a display, such as 'more than' and 'less than'</li> <li>Interpret a data display and identify the biggest or smallest values</li> </ul>	<b>14.3</b> Object graphs <b>24.3</b> Picture graphs <b>22.3</b> Collecting data <b>30.3</b> Collecting data <b>5.2</b> Collecting data using tally marks <b>14.3</b> Object graphs <b>22.3</b> Collecting data <b>24.3</b> Picture graphs <b>30.3</b> Collecting data
Chance A	A student: <ul style="list-style-type: none"> <li>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</li> <li>recognises and describes the element of chance in everyday events MA1-CHAN-01</li> </ul>	<b>Identify and describe possible outcomes</b> <ul style="list-style-type: none"> <li>Identify possible outcomes of familiar activities and events</li> <li>Describe the chance of possible outcomes for familiar activities and events</li> </ul>	<b>5.1</b> Possible outcomes <b>5.1</b> Possible outcomes

## Stage 1B Syllabus Match

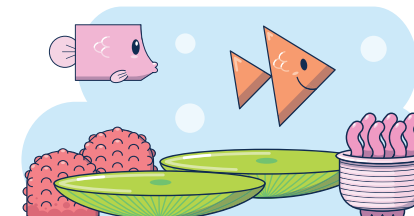
## Maths Trek 2

### 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, investigations, problem-solving strategies and practice problems.

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, investigations and problem-solving			
Representing whole numbers B	A student: <ul style="list-style-type: none"><li>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</li><li>applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers MA1-RWN-01</li><li>reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values MA1-RWN-02</li></ul>	Use counting sequences of ones and tens flexibly				
		<ul style="list-style-type: none"><li>Identify the number before and after a given three-digit number</li></ul>	1.3	Read, write and represent numbers to 150	9.1	Read, write and represent numbers to 500
		<ul style="list-style-type: none"><li>Count forwards and backwards by tens, on and off the decade, with two- and three-digit numbers</li></ul>	2.1	Number patterns beyond 100	5.1	Number lines to 500
		<ul style="list-style-type: none"><li>Identify how many more to the next multiple of ten within two- and three-digit numbers</li></ul>	5.1	Number lines to 500	20.2	Number lines to 1000
		Form, regroup and rename three-digit numbers				
		<ul style="list-style-type: none"><li>Count and represent large sets of objects by systematically grouping in tens and hundreds</li></ul>	1.2	Tens and ones with blocks	9.1	Read, write and represent numbers to 500
			1.3	Read, write and represent numbers to 150	18.4	Solving a simpler problem
			2.3	Grouping to count collections		
		<ul style="list-style-type: none"><li>Use models such as base 10 material and interlocking cubes to represent and explain grouping</li></ul>	1.2	Tens and ones with blocks	11.1	Place value to hundreds
			1.3	Read, write and represent numbers to 150	14.1	Number expanders
	3.2	Place value to hundreds	23.1	Place value to 999		
	<ul style="list-style-type: none"><li>State the quantity value of digits in numbers of up to three digits (Reasons about quantity)</li></ul>	3.2	Place value to hundreds	14.2	Expanded notation	
		11.1	Place value to hundreds	17.1	Place value problems	
		12.1	The role of a zero	18.1	Expanded notation	
	<ul style="list-style-type: none"><li>Identify the nearest hundred to a number</li></ul>	5.1	Number lines to 500	20.2	Number lines to 1000	
	<ul style="list-style-type: none"><li>Recognise units of 100</li></ul>	11.1	Place value to hundreds	23.1	Place value to 999	

## Stage 1B Syllabus Match

## Maths Trek 2

## Number and algebra

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving	
Representing whole numbers B cont.		<ul style="list-style-type: none"> <li>Use place value to partition and rename three-digit numbers in different ways (Reasons about relations)</li> </ul>	<b>3.2</b> Place value to hundreds <b>11.1</b> Place value to hundreds <b>12.1</b> The role of a zero <b>14.1</b> Number expanders <b>14.2</b> Expanded notation	<b>18.1</b> Expanded notation <b>22.2</b> Regrouping and renaming numbers <b>30.1</b> Regrouping and renaming numbers
		<ul style="list-style-type: none"> <li>Estimate, to the nearest hundred, the number of objects in a collection and check by grouping and counting</li> </ul>	<b>3.2</b> Place value to hundreds	
Combining and separating quantities B	A student: <ul style="list-style-type: none"> <li>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</li> <li>uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning MA1-CSQ-01</li> </ul>	<b>Represent and reason about additive relations</b> <ul style="list-style-type: none"> <li>Create, record and recognise combinations of two numbers that add to numbers from 11 up to and including 20</li> <li>Create, model and solve word problems, using number sentences</li> </ul>	<b>2.2</b> Addition using ten frames <b>4.1</b> Partitioning to 20 <b>7.2</b> Addition using friendly pairs <b>11.2</b> Addition with bar models <b>15.1</b> Subtraction with bar models <b>20.3</b> Problem-solving with money	<b>4.2</b> Addition facts <b>7.2</b> Addition using friendly pairs <b>24.3</b> Addition and subtraction with bar models <b>26.1</b> Addition and subtraction problems <b>INV</b> Showtime
		<ul style="list-style-type: none"> <li>Represent the difference between two numbers using concrete materials and diagrams</li> </ul>	<b>8.1</b> Subtraction facts	
		<ul style="list-style-type: none"> <li>Represent a constant difference between pairs of numbers</li> </ul>	<b>8.1</b> Subtraction facts	
		<ul style="list-style-type: none"> <li>Model how addition and subtraction are inverse operations using concrete materials, drawings and diagrams</li> </ul>	<b>10.3</b> Addition and subtraction facts are related	
		<ul style="list-style-type: none"> <li>Recall and use related addition and subtraction number facts to at least 20</li> </ul>	<b>10.3</b> Addition and subtraction facts are related	
		<b>Form multiples of ten when adding and subtracting two-digit numbers</b> <ul style="list-style-type: none"> <li>Add two-digit numbers by building to multiples of ten</li> </ul>	<b>5.2</b> Addition using friendly jumps	<b>7.2</b> Addition using friendly pairs
		<ul style="list-style-type: none"> <li>Add and subtract from a two-digit number and record on an empty number line</li> </ul>	<b>5.2</b> Addition using friendly jumps <b>8.2</b> Subtraction using friendly jumps	<b>16.1</b> Addition using jump strategy <b>17.2</b> Subtraction using jump strategy
		<ul style="list-style-type: none"> <li>Use quantity values to separate tens and ones for addition (only)</li> </ul>	<b>10.2</b> Addition using split strategy	<b>11.2</b> Addition with bar models
		<ul style="list-style-type: none"> <li>Use an inverse strategy to turn a subtraction into an addition (Reasons about relations)</li> </ul>	<b>19.1</b> Inverse strategy of subtraction	

## Stage 1B Syllabus Match

## Maths Trek 2

## Number and algebra

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Combining and separating quantities B cont.		Use knowledge of equality to solve related problems	
		• Use number bonds to determine a missing number	25.1 Solve problems using number bonds
		• Use number knowledge to solve related problems (Reasons about relations)	25.1 Solve problems using number bonds
		• Use a variety of ways of writing number sentences	25.1 Solve problems using number bonds
Forming groups B	A student: <ul style="list-style-type: none"> <li>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</li> <li>uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems MA1-FG-01</li> </ul>	Represent and explain multiplication as the combining of equal groups	
		• Use objects, diagrams, images or actions to model multiplication as accumulating equal groups	20.1 Multiplication as repeated addition
		• Solve multiplication problems using repeated addition	20.1 Multiplication as repeated addition
		• Form arrays of equal rows and equal columns	22.1 Groups and arrays
		• Determine and distinguish between the <i>number of rows/columns</i> and the <i>number in each row/column</i> when describing collections of objects	20.1 Multiplication as repeated addition 22.1 Groups and arrays
		• Model the commutative property of multiplication, using an array (Reasons about relations)	25.2 Multiplication using arrays
		• Model division by deconstructing an array equally into a given number of rows or columns	26.2 Division – How many in each group? 27.3 Division – How many groups?
		Model doubling and halving with fractions	
		• Model doubling and halving groups and the relation between the processes	27.2 Doubling and halving
		• Re-create the whole given half	27.1 Fractions as part of a group
		• Use concrete materials to model a half, a quarter or an eighth of a collection, and explain their thinking	27.1 Fractions as part of a group

## Maths Trek 2

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Forming groups B cont.		<p>Represent multiplication and division problems</p> <ul style="list-style-type: none"> <li>Solve multiplication and division problems using objects, diagrams, images and actions</li> </ul>	<p><b>26.2</b> Division – How many in each group?      <b>30.2</b> Multiplication and division problems</p> <p><b>27.3</b> Division – How many groups?</p>
		<ul style="list-style-type: none"> <li>Record answers to multiplication and division problems (including those with remainders) using drawings, words and numerals</li> </ul>	<p><b>26.2</b> Division – How many in each group?      <b>30.2</b> Multiplication and division problems</p> <p><b>27.3</b> Division – How many groups?</p>

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving			
Geometric measure B	A student: <ul style="list-style-type: none"> <li>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</li> <li>represents and describes the positions of objects in familiar locations MA1-GM-01</li> <li>measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres MA1-GM-02</li> <li>creates and recognises halves, quarters and eighths as part measures of a whole length MA1-GM-03</li> </ul>	<b>Position: Explore simple maps of familiar locations</b>				
		<ul style="list-style-type: none"> <li>Make simple models from memory, photographs, drawings or descriptions</li> </ul>	<b>9.3</b>	Simple maps		
		<ul style="list-style-type: none"> <li>Interpret simple maps by identifying objects in different locations</li> </ul>	<b>9.3</b>	Simple maps	<b>15.2</b>	Maps, pathways, directions
		<ul style="list-style-type: none"> <li>Create a path from one location to another</li> </ul>	<b>15.2</b>	Maps, pathways, directions		
		<b>Length: Compare and order lengths, using appropriate uniform informal units</b>				
		<ul style="list-style-type: none"> <li>Make and use a tape measure calibrated in uniform informal units</li> </ul>	<b>INV</b>	Marble ramp		
		<ul style="list-style-type: none"> <li>Compare and order two or more shapes according to their lengths using an appropriate uniform informal unit</li> </ul>	<b>12.2</b>	Measuring length	<b>23.3</b>	Measuring length
		<ul style="list-style-type: none"> <li>Compare the lengths of two or more objects that cannot be moved or aligned (Reasons about relations)</li> </ul>	<b>12.2</b>	Measuring length	<b>23.3</b>	Measuring length
<ul style="list-style-type: none"> <li>Record length comparisons using drawings, numerals and words, and by referring to the uniform informal unit used</li> </ul>	<b>12.2</b> <b>23.3</b>	Measuring length Measuring length	<b>INV</b>	Marble ramp		

## Stage 1B Syllabus Match

## Maths Trek 2

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Geometric measure B cont.		Length: Recognise and use formal units to measure the lengths of objects	
		• Recognise the need for formal units to measure lengths and distances	25.3 Measuring with metres
		• Use the metre as a unit to measure lengths and distances to the nearest metre or half-metre	25.3 Measuring with metres
		• Record lengths and distances using the abbreviation for metres (m)	25.3 Measuring with metres
		• Estimate lengths and distances to the nearest metre and check by measuring	25.3 Measuring with metres
		• Recognise the need for a formal unit smaller than the metre	26.3 Measuring with centimetres
		• Recognise that there are 100 centimetres in one metre	26.3 Measuring with centimetres
		• Measure lengths to the nearest centimetre, using a device with 1-cm markings	26.3 Measuring with centimetres
		• Record lengths and distances using the abbreviation for centimetres (cm)	26.3 Measuring with centimetres
		• Estimate lengths and distances to the nearest centimetre and check by measuring	26.3 Measuring with centimetres
		Length: Repeatedly halve lengths to form eighths	
		• Use materials to model an eighth of a whole length, highlighting the length	30.3 Representing halves, quarters, eighths
		• Recognise when a length is divided into eight equal parts	30.3 Representing halves, quarters, eighths



## Stage 1B Syllabus Match

## Maths Trek 2

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Two-dimensional spatial structure B	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>recognises, describes and represents shapes including quadrilaterals and other common polygons MA1-2DS-01</li> <li>measures and compares areas using uniform informal units in rows and columns MA1-2DS-02</li> </ul>	<b>2D shapes: Represent, combine and separate two-dimensional shapes</b>	
		<ul style="list-style-type: none"> <li>Make representations of two-dimensional shapes and combinations of shapes in different orientations</li> </ul>	<b>8.3</b> Classifying 2D shapes
		<ul style="list-style-type: none"> <li>Combine and split single shapes and arrangements of shapes to form new shapes (Reasons about spatial relations)</li> </ul>	<b>8.3</b> Classifying 2D shapes
		<b>2D shapes: Identify and describe the orientation of shapes using quarter turns</b>	
		<ul style="list-style-type: none"> <li>Identify full, half and quarter turns of a single shape and describe the movement of the shape</li> </ul>	<b>31.3</b> Turns
		<ul style="list-style-type: none"> <li>Identify and describe directions of turns as 'left turn', 'right turn', 'clockwise' or 'anti-clockwise'</li> </ul>	<b>31.3</b> Turns
		<ul style="list-style-type: none"> <li>Connect the use of quarter and half turns to the turn of the minute hand on a clock for the passing of quarter and half-hours (Reasons about relations)</li> </ul>	<b>31.3</b> Turns
		<ul style="list-style-type: none"> <li>Perform full, half and quarter turns with a single shape</li> </ul>	<b>31.3</b> Turns
		<ul style="list-style-type: none"> <li>Describe the result of a turn of a shape</li> </ul>	<b>31.3</b> Turns
		<ul style="list-style-type: none"> <li>Determine the repeating pattern formed by quarter turns</li> </ul>	<b>31.3</b> Turns
		<b>Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns</b>	
		<ul style="list-style-type: none"> <li>Cover rectangular surfaces by creating repeated rows of square tiles</li> </ul>	<b>7.3</b> Measuring area
		<ul style="list-style-type: none"> <li>Use a single square to create the array structure of area in rows and columns</li> </ul>	<b>7.3</b> Measuring area
		<ul style="list-style-type: none"> <li>Use the structure of repeated units to find the area of a rectangle</li> </ul>	<b>7.3</b> Measuring area
		<ul style="list-style-type: none"> <li>Explain how the grid structure of rows and columns helps to find the area (Reasons about spatial structure)</li> </ul>	<b>28.2</b> Measuring and comparing area of rectangles

## Stage 1B Syllabus Match

## Maths Trek 2

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Two-dimensional spatial structure B cont.		<ul style="list-style-type: none"> <li>Compare the areas of two or more surfaces that cannot be moved, or superimposed, by measuring in uniform informal units</li> <li>Record comparisons of area using drawings, numerals and words, and by referring to the uniform informal unit used</li> </ul>	<p><b>28.2</b> Measuring and comparing area of rectangles</p> <p><b>28.2</b> Measuring and comparing area of rectangles</p>
Three-dimensional spatial structure B	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>recognises, describes and represents familiar three-dimensional objects MA1-3DS-01</li> <li>measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units MA1-3DS-02</li> </ul>	<p><b>3D objects: Describe the features of three-dimensional objects</b></p> <ul style="list-style-type: none"> <li>Describe three-dimensional objects (prisms) using the terms 'face', 'edge' and 'vertex'</li> <li>Represent three-dimensional objects by making simple models</li> <li>Recognise and name flat surfaces of three-dimensional objects as two-dimensional shapes</li> </ul> <p><b>Volume: Compare containers based on internal volume (capacity) by filling and packing</b></p> <ul style="list-style-type: none"> <li>Make and use a device for measuring internal volume (capacity) calibrated in uniform informal units</li> <li>Compare, order and record the internal volumes (capacities) of two or more containers by measuring each container in uniform informal units</li> <li>Estimate internal volume (capacity) by referring to the number and type of uniform informal unit used</li> </ul> <p><b>Volume: Compare volumes using uniform informal units</b></p> <ul style="list-style-type: none"> <li>Estimate the volumes of two or more models and check by counting the number of blocks used in each model</li> <li>Compare models with different appearances, recognising when they have the same volume (Reasons about spatial structure)</li> <li>Record the results of volume comparisons using drawings, numerals and words, referring to the units used</li> <li>Explain that models made of the same number of units may have different volumes depending on the size of the units used (Reasons about spatial relations)</li> </ul>	<p><b>12.3</b> Classifying 3D objects <b>16.2</b> Faces, edges, vertices</p> <p><b>17.3</b> 3D objects and their faces</p> <p><b>16.2</b> Faces, edges, vertices <b>17.3</b> 3D objects and their faces</p> <p><b>24.2</b> Measuring capacity</p> <p><b>24.2</b> Measuring capacity</p> <p><b>24.2</b> Measuring capacity</p> <p><b>23.2</b> Packing and stacking</p> <p><b>23.2</b> Packing and stacking</p> <p><b>23.2</b> Packing and stacking</p> <p><b>23.2</b> Packing and stacking</p>

## Stage 1B Syllabus Match

## Maths Trek 2


## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving	
Non-spatial measure B	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>measures, records, compares and estimates the masses of objects using uniform informal units MA1-NSM-01</li> <li>describes, compares and orders durations of events, and reads half- and quarter-hour time MA1-NSM-02</li> </ul>	<b>Mass: Compare the masses of objects using an equal-arm balance</b> <ul style="list-style-type: none"> <li>Use uniform informal units to measure the mass of an object by counting the number of units needed to obtain a level balance on an equal-arm balance</li> <li>Select an appropriate uniform informal unit to measure the mass of an object and justify the choice (Reasons about relations)</li> <li>Explain the relationship between the mass of a unit and the number of units needed (Reasons about relations)</li> <li>Compare the masses of two or more objects using the same informal units</li> <li>Estimate mass by referring to the number and type of uniform informal unit used and check by measuring</li> <li>Recognise that mass is conserved</li> </ul>	<b>15.3</b> Measuring and comparing mass	<b>16.3</b> Measuring and comparing mass
			<b>15.3</b> Measuring and comparing mass	
			<b>15.3</b> Measuring and comparing mass	<b>16.3</b> Measuring and comparing mass
			<b>15.3</b> Measuring and comparing mass	<b>16.3</b> Measuring and comparing mass
			<b>15.3</b> Measuring and comparing mass	<b>16.3</b> Measuring and comparing mass
			<b>15.3</b> Measuring and comparing mass	<b>16.3</b> Measuring and comparing mass
		<b>Time: Describe duration using units of time</b> <ul style="list-style-type: none"> <li>Use a calendar to calculate the number of months, weeks or days until an upcoming event</li> <li>Estimate and measure the duration of an event using a repeated informal unit</li> <li>Compare and order the duration of events measured using a repeated informal unit</li> <li>Use the terms 'hour', 'minute' and 'second'</li> <li>Compare the duration of standard time units</li> <li>Make predictions about the time remaining until a particular event starts or finishes (Reasons about relations)</li> </ul>	<b>3.1</b> Months of the year <b>5.3</b> Calendars	<b>31.2</b> Reading calendars <b>INV</b> All about birthdays
			<b>28.1</b> Hours, minutes, seconds	
			<b>28.1</b> Hours, minutes, seconds	
			<b>28.1</b> Hours, minutes, seconds	
			<b>28.1</b> Hours, minutes, seconds	

## Stage 1B Syllabus Match

## Maths Trek 2

## Measurement and space

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
 Non-spatial measure B cont.		<b>Time: Tell time to the quarter-hour using the language of 'past' and 'to'</b>	
		<ul style="list-style-type: none"> <li>Read analog clocks to the quarter-hour using the terms 'past' and 'to'</li> </ul>	<b>18.3</b> Time – o'clock, half past <b>19.3</b> Time – quarter past, half past
		<ul style="list-style-type: none"> <li>Describe the position of the hands on a clock for quarter past and quarter to and relate this to quarter turns</li> </ul>	<b>19.3</b> Time – quarter past, half past <b>22.3</b> Time – quarter past, quarter to
		<ul style="list-style-type: none"> <li>Identify which hour has just passed when the hour hand is not pointing to a numeral</li> </ul>	<b>18.3</b> Time – o'clock, half past <b>19.3</b> Time – quarter past, half past
		<ul style="list-style-type: none"> <li>Record quarter-past and quarter-to time on analog and digital clocks</li> </ul>	<b>19.3</b> Time – quarter past, half past <b>22.3</b> Time – quarter past, quarter to
		<ul style="list-style-type: none"> <li>Associate the numerals 3, 6 and 9 with 15, 30 and 45 minutes and with the terms 'quarter past', 'half past' and 'quarter to', respectively</li> </ul>	<b>19.3</b> Time – quarter past, half past <b>22.3</b> Time – quarter past, quarter to

## Stage 1B Syllabus Match

## Maths Trek 2

## Statistics and probability

Mathematical concept	Outcomes	Content	Topics, investigations and problem-solving
Data B	A student: <ul style="list-style-type: none"> <li>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</li> <li>gathers and organises data, displays data in lists, tables and picture graphs MA1-DATA-01</li> <li>reasons about representations of data to describe and interpret the results MA1-DATA-02</li> </ul>	Identify a question of interest and gather relevant data	
		<ul style="list-style-type: none"> <li>Pose suitable questions where the answers form categories, and predict the likely responses</li> </ul>	3.3 Picture graphs
		<ul style="list-style-type: none"> <li>Collect data on familiar topics</li> </ul>	3.3 Picture graphs 4.3 Collecting data using tally marks
		<ul style="list-style-type: none"> <li>Sort data into relevant categories</li> </ul>	3.3 Picture graphs 4.3 Collecting data using tally marks
		Create displays of data and interpret them	
		<ul style="list-style-type: none"> <li>Organise collected data into lists and tables to display information</li> </ul>	4.3 Collecting data using tally marks
		<ul style="list-style-type: none"> <li>Represent data in a picture graph using a baseline, equal spacing and same-sized symbols</li> </ul>	3.3 Picture graphs INV All about birthdays
		<ul style="list-style-type: none"> <li>Give reasons why some representations of data are misleading (Reasons about relations)</li> </ul>	3.3 Picture graphs
		<ul style="list-style-type: none"> <li>Interpret information presented in tables and picture graphs (Reasons about relations)</li> </ul>	3.3 Picture graphs 4.3 Collecting data using tally marks 31.1 Interpreting graphs INV All about birthdays
		<ul style="list-style-type: none"> <li>Record answers to questions using the information in tables and picture graphs</li> </ul>	3.3 Picture graphs 4.3 Collecting data using tally marks 31.1 Interpreting graphs INV All about birthdays
Chance B	A student: <ul style="list-style-type: none"> <li>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</li> <li>recognises and describes the element of chance in everyday events MA1-CHAN-01</li> </ul>	Identify and describe activities that involve chance	
		<ul style="list-style-type: none"> <li>Describe possible outcomes in everyday activities and events as being <i>likely</i> or <i>unlikely</i> to happen</li> </ul>	24.1 Chance – How likely?
		<ul style="list-style-type: none"> <li>Compare familiar activities and events and describe them as being <i>more</i> or <i>less</i> likely to happen (Reasoning about relations)</li> </ul>	24.1 Chance – How likely?
		<ul style="list-style-type: none"> <li>Describe familiar events as being <i>possible</i></li> </ul>	28.3 Certain, possible, impossible