



Maths Trek

Western Australian Curriculum
(Familiarisation 2025)

Alignment Guide

Foundation–Year 6



This Alignment Guide has been created for WA schools and is matched against Maths Trek (Australian Curriculum Edition).

Refer to the tables to see how Maths Trek topics match to the content descriptions of the Western Australian Curriculum (for familiarisation in 2025) in each year level.

Please note: an updated curriculum match document will be released after the Western Australian Curriculum (for implementation in 2026) has been finalised.

Foundation Content Descriptions

Number and algebra

Sub-strand	Content description	Topics	
Understanding number	Say, read, write and order numbers up to 20, from any starting point. Count collections up to 20	1.1 One 1.2 Two 2.1 Three 2.2 Count to three 3.2 Four 3.3 Five 4.1 Count and match one-to-one 4.2 Make five 4.3 Six 4.4 Seven 5.1 Ordinal numbers to 5th 7.1 Eight 7.2 Nine 7.3 Ten 8.1 Zero 8.3 Represent numbers to 10 10.1 Count to 10 11.1 Use ten frames to represent numbers to 10	12.1 One more than 13.1 One less than 13.2 Count backwards from 10 14.1 Numbers before, after, in between 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 25.2 Order numbers to 20 26.2 Missing numbers to 20 28.2 Count forwards and backwards 28.3 Ordinal numbers to 10th 30.2 Use ten frames to represent numbers to 20
	Subitise, partition and compare small collections	1.1 One 1.2 Two 2.1 Three 2.2 Count to three 3.2 Four 3.3 Five 3.4 Equal groups 4.1 Count and match one-to-one 4.2 Make five 4.3 Six 8.2 Compare collections to 10	9.1 Dot patterns 10.3 Partition 6 and 7 12.3 Partition 8 and 9 13.3 Partition 10 16.3 Count collections 17.3 Count collections 21.2 Make 10 22.2 Compare collections to 20 29.3 Add more to make 10 33.4 Find the missing group
	Explore grouping and sharing of small collections	30.1 Share equally 31.1 Share equally	34.1 Make equal groups
Patterns and relationships	Copy and continue repeating patterns in everyday environments using a range of materials, sounds and movement	19.3 Copy a pattern 21.3 Identify the next item in a pattern 22.3 Describe and continue patterns	23.3 Continue and create patterns 25.3 Identify missing elements in patterns
Financial mathematics	Explore making purchases using coins, notes, and debit cards	This description is partially covered in: 33.3 Money 34.3 Shopping	To cover this description fully, you will need to supplement with your own material.
Modelling with number	Explore and represent familiar real-world situations involving adding, removing, grouping or sharing small collections using role-play or concrete materials	16.1 Combine two groups 17.1 Combine two groups 19.1 Model addition 20.1 Addition: How many altogether? 21.1 Use beads to show addition 21.2 Make 10 22.1 Addition stories 22.4 Use ten frames to show addition 23.1 Model subtraction 23.2 Subtraction stories 25.1 Find the difference	27.1 Draw pictures to show subtraction 28.1 Count on 1 and 2 29.1 Take away 30.3 Take-away stories 33.1 Add more to find the missing addend 34.4 Compare two groups to find the difference 35.1 Addition and subtraction In addition, Maths Trek investigations provide students with numerous opportunities to address this description.

Foundation Content Descriptions

Measurement and geometry

Sub-strand	Content description	Topics	
Two-dimensional space and structures	Sort, name and represent familiar two-dimensional shapes and recognise them within the environment	10.2 Lines and shapes 10.4 Circles 11.2 Triangles 11.3 Squares	12.4 Rectangles 13.4 Sort shapes 14.2 Name and sort shapes 35.2 Sort objects
	Explore and compare the length of everyday items to say which is longer and explain reasoning	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 18.3 Compare length
	Show and describe position and movement in familiar locations	3.1 In front of, behind, between, next to 5.3 High and low, near and far 9.3 Position	26.3 Position Inv: Oz-animal Olympics* Inv: Hopscotch*
Three-dimensional space and structures	Explore familiar three-dimensional objects in the environment	There are no Maths Trek Foundation topics that directly align to this description.	
	Explore capacity and compare containers to say which holds more and explain reasoning	25.4 Full and empty 26.4 Holds more, holds less 27.3 Compare capacity	To cover this description, you will need to supplement with your own material.
Non-spatial measurement	Explore mass and compare everyday items to say which is heavier	19.4 Heavy and light 20.3 Compare mass by hefting 21.4 Heavier, lighter, the same as	
	Sequence days of the week and times of the day, making connections to routines, and compare duration of familiar events using everyday language	7.4 Day and night 8.4 Days of the week: The Hungry Caterpillar 9.2 Days of the week 12.2 Yesterday, today, tomorrow	18.1 Duration of events 18.2 Events in my day 28.4 Before and after 30.4 Sequence events

Probability and statistics

Sub-strand	Content description	Topics	
Probability	Explore and describe familiar events using the everyday language of chance	There are no Maths Trek Foundation topics that directly align to this description.	
Statistics	Collect, group and compare data using objects and images to make inferences	5.2 Sort data 14.3 Collect data 26.1 Collect data 27.2 Data displays	31.3 Collect data 34.2 Use tally marks to show data 35.2 Sort objects 35.3 Interpret data displays

* Where required, investigations are listed in addition to topics to fully cover the content description.

Note: The following Maths Trek Foundation topics are not listed in the Foundation content descriptions table:

- 29.2 Count to 30
- 31.2 Missing numbers to 30
- 33.2 Order numbers to 30

Year 1 Content Descriptions

Number and algebra

Sub-strand	Content description	Topics
Understanding number	Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero	1.2 Counting in ones 1.3 Reading and writing numbers to 20 2.1 Counting in ones to 100 2.2 Identifying Australian coins and notes 2.3 Skip counting by twos to 20 3.2 Representing two-digit numbers to 30 3.3 Reading and writing two-digit numbers
	Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials	7.2 Skip counting by fives 8.2 Skip counting by tens 9.1 Ordering numbers to 100 11.1 Representing two-digit numbers 14.2 Skip counting by twos to 100 17.1 Representing tens and ones 19.1 Count and order numbers to 150 23.3 Counting collections to 150 25.2 Partitioning tens and ones 30.1 Partitioning two-digit numbers
	Explore partitions of numbers with small collections, using part-part-whole relationships	4.1 Partitioning to 10 10.2 Friends of 10 14.1 Partitioning to 20
	Explore different ways to equally group or share small collections	9.2 Counting collections to 100 23.3 Counting collections to 150 25.1 Equal groups 26.2 Equal groups 26.3 Sharing equally 27.2 How many groups? 27.3 Sharing and grouping
	Recognise, describe and create a half by dividing a physical whole into two equal parts or a collection into two equal quantities	There are no Maths Trek 1 topics that directly align to this description. To cover this description, you will need to supplement with your own material.
Patterns and relationships	Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core)	2.3 Skip counting by twos to 20 7.2 Skip counting by fives 8.2 Skip counting by tens 14.2 Skip counting by twos to 100 15.2 Repeating patterns 16.3 Growing patterns 20.3 Describing number patterns 22.2 Keeping the pattern going 24.1 Writing number patterns and rules
Calculating with number	Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies	5.1 Addition to 10 – draw and write 7.1 Addition number sentences 8.1 Addition using number lines 9.3 Counting on 1 or 2 10.2 Friends of 10 11.2 Turnarounds 12.1 Addition using think boards 12.2 Doubles and near doubles 15.1 Subtraction 16.1 Subtraction number sentences 16.2 Subtraction using think boards 17.2 Counting back 1 or 2 17.3 One more, one less, ten more, ten less 18.2 Subtraction – find the difference 18.3 Addition using ten frames and number lines 19.2 Think addition to subtract 20.1 Addition and subtraction are related 22.1 Addition facts 23.2 Subtraction facts 25.3 Addition – split and add 31.1 Addition to two digits using 100s charts 31.3 Subtraction to two digits using 100s charts
Financial mathematics	Explore different payment formats and identify Australian coins and notes, according to their value	2.2 Identifying Australian coins and notes 2.3 Skip counting by twos to 20 3.2 Representing two-digit numbers to 30 7.2 Skip counting by fives 8.2 Skip counting by tens 9.1 Ordering numbers to 100 9.2 Counting collections to 100 27.1 Working with coins and notes 27.2 How many groups? 28.2 Addition and subtraction money problems
Modelling with number	Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context	The Maths Trek 1 problem-solving units and investigations provide students with numerous opportunities to address this description. In addition, students can address this description in various topics throughout Maths Trek 1.

Year 1 Content Descriptions

Measurement and geometry

Sub-strand	Content description	Topics	
Two-dimensional space and structures	Name and classify familiar two-dimensional shapes based on sides and vertices using informal language	7.3 Which shape is that? 8.3 Classifying shapes	28.1 Triangles and quadrilaterals
	Directly and indirectly compare lengths, including by counting uniform informal units	4.3 Comparing length – shorter, longer, taller 5.3 Measuring length using informal units	19.3 Informal units to measure length 30.2 Comparing heights
	Give and follow directions within familiar locations	11.3 Describing position 12.3 Following directions 20.2 Using ordinal and positional language	26.1 Following and writing directions
Three-dimensional space and structures	Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them	There are no Maths Trek 1 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
	Directly and indirectly compare the capacities of a pair of containers	31.2 How much does it hold?	
Non-spatial measurement	Directly compare the masses of two objects by hefting and using balance scales	4.2 Comparing mass – heavier, lighter	
	Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds	This description is partially covered in: 3.1 Days, weeks, months, years 10.3 Calendars and months 15.3 How long does it take? 28.3 Months and seasons	To cover this description fully, you will need to supplement with your own material.

Probability and statistics

Sub-strand	Content description	Topics	
Probability	Describe and reason about the likelihood of familiar events occurring, using the everyday language of chance	There are no Maths Trek 1 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
Statistics	Answer simple questions of interest by collecting and comparing categorical data using objects, pictures, tallies and numbers to record frequencies	5.2 Collecting data using tally marks 14.3 Object graphs	22.3 Collecting data 24.3 Picture graphs 30.3 Collecting data

Note: The following Maths Trek 1 topic is not listed in the Year 1 content descriptions table:

- 24.2 Building objects with blocks

Year 2 Content Descriptions

Number and algebra

Sub-strand	Content description	Topics
Understanding number	Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits, and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point	1.2 Tens and ones with blocks 1.3 Read, write and represent numbers to 150 2.1 Number patterns beyond 100 2.3 Grouping to count collections 3.2 Place value to hundreds 5.1 Number lines to 500 7.1 Ordering numbers to 500 9.1 Read, write and represent numbers to 500 10.1 Ordering numbers to 1000
	Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols	1.2 Tens and ones with blocks 1.3 Read, write and represent numbers to 150 2.3 Grouping to count collections 3.2 Place value to hundreds 9.1 Read, write and represent numbers to 500 11.1 Place value to hundreds 14.1 Number expanders
	Explore the relationship between addition and subtraction with small collections, using part-part-whole knowledge, numbers and symbols	4.1 Partitioning to 20 9.2 Extending addition facts 11.2 Addition with bar models 14.3 Extending subtraction facts 15.1 Subtraction with bar models
	Recall addition and subtraction facts to 10	2.2 Addition using ten frames 4.1 Partitioning to 20 4.2 Addition facts 7.2 Addition using friendly pairs
	Explore multiplication and division using repeated addition, equal grouping and arrays	20.1 Multiplication 22.1 Groups and arrays 23.2 Multiplication facts for 2 24.3 Multiplication problem-solving 26.1 Division – How many in each group?
	Recognise, describe and create halves, quarters and eighths by repeatedly halving a physical whole or a collection	25.2 Fractions 26.2 Fractions as part of a whole 27.1 Fractions as part of a group
Understanding equalities and inequalities	Use the equality symbol to indicate the same value in number sentences involving addition and subtraction	11.1 Place value to hundreds 12.1 The role of a zero 17.1 Place value problems 20.2 Number lines to 1000 23.1 Place value to thousands 24.1 Numbers beyond 1000 26.1 Division – How many in each group? 27.2 Division – How many groups? 27.3 Number patterns
		14.2 Expanded notation 17.1 Place value problems 18.1 Expanded notation 22.2 Regrouping and renaming numbers 23.1 Place value to thousands 30.1 Regrouping and renaming numbers
Patterns and relationships	Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern	8.1 Subtraction facts 9.2 Extending addition facts 16.1 Addition and subtraction facts are related
		26.3 Doubling and halving numbers 27.2 Division – How many groups? 28.3 Multiplication and division facts are related 30.2 Multiplication and division problems
Patterns and relationships	Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern	14.3 Extending subtraction facts 15.1 Subtraction with bar models 16.1 Addition and subtraction facts are related 17.2 Addition using jump strategy 19.1 Subtraction using jump strategy 25.1 Addition and subtraction problems
		25.3 Connecting and describing patterns 27.3 Number patterns 28.1 Repeating and growing patterns
Patterns and relationships	Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern	28.2 Odd and even number patterns

Year 2 Content Descriptions

Number and algebra (continued)

Sub-strand	Content description	Topics	
Calculating with number	Add and subtract one- and two-digit numbers, using a range of strategies	2.2 Addition using ten frames 4.2 Addition facts 5.2 Addition using friendly jumps 7.2 Addition using friendly pairs 8.1 Subtraction facts 8.2 Subtraction using friendly jumps 9.2 Extending addition facts 10.2 Addition using split strategy	10.3 Subtraction using split strategy 11.2 Addition with bar models 14.3 Extending subtraction facts 15.1 Subtraction with bar models 17.2 Addition using jump strategy 19.1 Subtraction using jump strategy 25.1 Addition and subtraction problems
Financial mathematics	Explore and describe the relationship between dollars (\$) and cents (c) and their value in the contexts of spending, saving and donating	This description is partially covered in: 7.1 Ordering numbers to 500 10.1 Ordering numbers to 1000 14.3 Extending subtraction facts 15.1 Subtraction with bar models	18.2 Do I have enough money? 19.2 Coins and notes 20.3 Problem-solving with money To cover this description fully, you will need to supplement with your own material.
Modelling with number	Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context	The Maths Trek 2 problem-solving units and investigations provide students with numerous opportunities to address this description.	In addition, students can address this description in various topics throughout Maths Trek 2.

Measurement and geometry

Sub-strand	Content description	Topics	
Two-dimensional space and structures	Identify and draw two-dimensional shapes and describe their similarities and differences using spatial terms, including opposite, parallel, curved, straight and vertices	7.3 Parallel lines 8.3 Classifying shapes 11.3 Features of shapes 12.3 Recognise and draw shapes	Please note these topics refer to 'vertices' as 'corners'.
	Estimate, measure and compare lengths, by choosing appropriate uniform informal units, and place end to end without gaps or overlaps	12.2 Measuring length	23.3 Measuring length
	Explore and directly compare the areas of two shapes by superimposing one over the other	There are no Maths Trek 2 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
	Explore quarter-, half- and full-turns in everyday situations	31.3 Turns	
	Locate positions and pathways on simple maps of familiar locations	9.3 Identifying position	15.2 Maps, pathways, directions
Three-dimensional space and structures	Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses	There are no Maths Trek 2 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
	Estimate, measure and compare the capacities of different containers using uniform informal units	24.2 Measuring capacity	
Non-spatial measurement	Estimate and compare masses of objects using balance scales and uniform informal units	15.3 Comparing mass	16.3 Measuring mass

Year 2 Content Descriptions

Measurement and geometry (continued)

Sub-strand	Content description	Topics	
Non-spatial measurement (continued)	Tell time to the hour, half- and quarter-hour, on analogue and digital clocks. Identify the date and determine the duration between two events in days using a calendar	This description is partially covered in: 3.1 Months of the year 5.3 Calendars 17.3 Time – o'clock 18.3 Time – o'clock, half past 19.3 Time – quarter past, half past	22.3 Time – quarter past, quarter to 31.2 Reading calendars To cover this description fully, you will need to supplement with your own material.

Probability and statistics

Sub-strand	Content description	Topics	
Probability	Classify familiar events involving chance as being 'possible' or 'impossible' and using the everyday language of chance to compare the likelihood of them happening	There are no Maths Trek 2 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
Statistics	Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs	3.3 Picture graphs 4.3 Collecting data using tally marks	16.2 Column graphs
	Choose and answer simple questions of interest by collecting and comparing categorical data. Display data using lists, tables and one-to-one block and picture graphs	3.3 Picture graphs 4.3 Collecting data using tally marks	16.2 Column graphs Inv: All about birthdays*

* Where required, investigations are listed in addition to topics to fully cover the content description.

Note: The following Maths Trek 2 topic is not listed in the Year 2 content descriptions table:

- 31.1 Interpreting graphs

Year 3 Content Descriptions

Number and algebra

Sub-strand	Content description	Topics
Understanding number	Read, write and order numbers to at least four-digits, including on a number line. Recognise the repetition of the 0–999 sequence of digits	1.3 Regrouping numbers 2.3 Place value to thousands 3.1 Expanded notation 3.3 Comparing numbers to 10 000 4.1 Ordering numbers to 10 000 10.2 Place value to ten thousands
	Explore different ways to represent and partition numbers up to four-digits, including groups of 10 (tens), 10 groups of 10 (hundreds) and beyond, using concrete materials and number sentences. Recognise that the value of a digit is determined by its place in a numeral	1.3 Regrouping numbers 2.1 Addition with partitioning 2.2 Subtraction with partitioning 2.3 Place value to thousands 3.1 Expanded notation 3.2 Counting on and back by 1, 10, 100 3.3 Comparing numbers to 10 000 4.1 Ordering numbers to 10 000
	Represent and explain the relationship between addition and subtraction, using part-part-whole models and number sentences	10.3 Addition with bar models 11.1 Subtraction with bar models 11.3 Equivalent number sentences
	Recall addition and subtraction facts to 20	1.2 Fact families for addition and subtraction
	Explore the relationship between multiplication and division, using diagrams, arrays and number sentences	4.2 Multiplication by 10 16.2 Multiples 2, 3, 4, 5, 10 16.3 Multiples and repeated addition 17.1 Multiplication facts 3, 4 17.2 Multiplication facts 5, 10
	Recall multiplication facts of 2, 3, 4, 5 and 10, and related division facts	4.2 Multiplication by 10 16.2 Multiples 2, 3, 4, 5, 10 16.3 Multiples and repeated addition 17.1 Multiplication facts 3, 4
	Recognise, represent and describe unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$. Combine unit fractions with the same denominator to create a complete whole	29.3 Fractions as part of a whole 30.1 Fractions as part of a group
Understanding equalities and inequalities	Explore and use the greater than, less than and equality symbols to compare two whole numbers and statements involving addition and subtraction	3.3 Comparing numbers to 10 000 11.3 Equivalent number sentences
Patterns and relationships	Create and represent increasing or decreasing additive patterns from any starting point, using concrete materials and numbers, and describe rules to represent the pattern	16.1 Number patterns 16.2 Multiples 2, 3, 4, 5, 10
Calculating with number	Add and subtract two- and three-digit numbers, using a range of strategies	1.2 Fact families for addition and subtraction 2.1 Addition with partitioning 2.2 Subtraction with partitioning 10.3 Addition with bar models 11.1 Subtraction with bar models
	Explore additive estimation strategies to evaluate the reasonableness of a calculation in familiar contexts	20.1 Rounding to tens and hundreds
Financial mathematics	Investigate financial transactions, recognising equivalent values and change	21.1 Equivalent values of money 21.2 Dollars and cents

Year 3 Content Descriptions

Number and algebra (continued)

Sub-strand	Content description	Topics	
Modelling with number	Identify and represent a range of real-world addition and subtraction situations with part-part-whole models, and multiplication and division situations with arrays. Write number sentences to reach a solution and interpret in context	The Maths Trek 3 problem-solving units and investigations provide students with numerous opportunities to address this description.	Specific topics that address this description include: 14.3 Solving problems with bar models 20.3 Multiplication problem-solving 24.3 Division problem-solving In addition, students can address this description in various other topics throughout Maths Trek.

Measurement and geometry

Sub-strand	Content description	Topics	
Two-dimensional space and structures	Explore one-step slides (translations) and flips (reflections) of familiar two-dimensional shapes, make connections to line symmetry and describe the movement of the shape	There are no Maths Trek 3 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
	Estimate, measure and order lengths in uniform units, including millimetres, centimetres and metres	8.1 Measuring with metres 8.2 Measuring with centimetres	8.3 Measuring with metres and centimetres
	Compare the areas of two shapes indirectly, using uniform informal units, without gaps and overlaps	There are no Maths Trek 3 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
	Identify angles as measures of turn between two lines that intersect and directly compare angle sizes in everyday situations	25.2 Angles	32.2 Right angles
	Create and interpret simple maps to show positions and pathways, considering the relative position of key features	32.3 Maps and plans	
Three-dimensional space and structures	Visualise and make models of three-dimensional objects. Compare and classify objects according to the key features of faces, edges and vertices	25.3 Connecting cubes 26.1 Face, edge, vertex	26.2 Pyramids and prisms 26.3 Cylinders, cones, spheres
	Measure and order capacity in uniform units, including millilitres. Estimate larger capacities using a litre container	15.2 Measuring with litres	15.3 Measuring with millilitres
Non-spatial measurement	Compare objects to common benchmarks, including 100 g, 250 g, half and one kilogram	12.1 Measuring with kilograms 12.2 Measuring with grams	12.3 Measuring with kilograms and grams
	Tell the time in minutes using analogue and digital clocks. Describe duration in hours, minutes and seconds and identify the relationship between them	7.1 Time past the hour 15.1 Time to the hour 19.3 Time to and past the hour	23.3 Time to the nearest minute 29.1 Seconds, minutes, hours, days 29.2 Duration of time

Year 3 Content Descriptions

Probability and statistics

Sub-strand	Content description	Topics	
Probability	Describe familiar events using the language of chance. Identify and list possible outcomes of everyday chance events	6.2 Predicting possible outcomes	6.3 Predicting possible outcomes with spinners
	Recognise the likelihood of outcomes for planned, equally likely, repeated chance experiments. Conduct the experiments and recognise variation in the results	6.2 Predicting possible outcomes	6.3 Predicting possible outcomes with spinners
Statistics	Describe and interpret real-life data represented in dot plots and column graphs with scale intervals of one	This description is partially covered in: 7.2 Column graphs 11.2 Comparing tables and graphs 28.3 Column graphs	To cover this description fully, you will need to supplement with your own material.
	In a real-world context, explore questions of interest by collecting categorical or discrete numerical data through observation or surveys. Organise and represent data in dot plots, tables and column graphs and interpret to answer a question	This description is partially covered in: 6.1 Collecting and organising data 6.2 Predicting possible outcomes 6.3 Predicting possible outcomes with spinners 7.2 Column graphs	7.3 Interpreting graphs 10.1 Picture graphs 11.2 Comparing tables and graphs 28.3 Column graphs To cover this description fully, you will need to supplement with your own material.

Year 4 Content Descriptions

Number and algebra

Sub-strand	Content description	Topics
Understanding number	Read, write and order numbers to at least six-digits. Recognise the significance of the final digit to determine odd and even numbers	1.2 Place value to hundred thousands 2.2 Odd and even numbers 2.3 Properties of odd and even numbers
	Read and write decimal numbers up to two decimal places	1.2 Place value to hundred thousands 11.1 Place value to tenths 11.2 Tenths on a number line
	Represent numbers up to five-digits using place value and non-standard partitions with equations. Recognise the '10 times as many' place value relationship between adjacent places from right to left	1.2 Place value to hundred thousands 3.1 Place value and expanded notation 16.2 Multiplying and dividing by 10, 100, 1000 26.1 Place value and expanded notation
	Represent and explain the relationship between one whole being shared equally among 10 as 0.1 or $\frac{1}{10}$ and being shared equally among 100 as 0.01 or $\frac{1}{100}$ using concrete materials	11.1 Place value to tenths 11.2 Tenths on a number line 24.2 Place value to hundredths 24.3 Hundredths on a number line 28.3 Mixed numerals 29.1 Mixed numerals and improper fractions
	Represent and explain the relationship between multiplication and division, using arrays and equations	4.3 Multiplication using the area model 8.3 Multiplication using the area model 25.3 Division 26.2 Multiplication 26.3 Inverse operations 28.2 Division
	Recall multiplication facts up to 10×10 , and related division facts	3.2 Multiplication facts 2, 3, 5, 10 3.3 Multiplication facts 4, 6, 8, 9 4.1 Multiples using algorithms 10.1 Factors 25.1 Division facts 2, 3, 5, 10 25.2 Division facts 4, 6, 8, 9
	Explore and represent common equivalent fractions and make connections to their decimal representation	8.1 Measuring with kilograms and grams 11.2 Tenths on a number line 20.3 Fractions on a number line 21.1 Equivalent fractions 23.3 Fractions as division 24.3 Hundredths on a number line
Understanding equalities and inequalities	Decide if statements of equality and inequality involving the four operations are true, and explain reasoning	6.1 Solving problems with bar models 15.1 Equivalent number sentences 23.1 Turnarounds and friendly pairs 26.3 Inverse operations
Patterns and relationships	Create and represent increasing multiplicative patterns, using concrete materials and numbers, and describe rules to represent the pattern	4.1 Multiples using algorithms 23.2 Algorithms
Calculating with number	Add and subtract whole numbers up to four-digits, using flexible and efficient strategies	1.3 Addition 2.1 Subtraction 15.2 Addition 15.3 Subtraction 19.1 Addition 19.2 Subtraction 28.1 Addition and subtraction
	Multiply two-digit numbers by one- and two-digit numbers, and divide whole numbers by one-digit numbers, where there is no remainder, using flexible and efficient strategies	4.3 Multiplication using the area model 6.2 Calculating with money 6.3 Budgets 8.3 Multiplication using the area model 25.3 Division 26.2 Multiplication 26.3 Inverse operations 28.2 Division
	Explore a range of additive estimation strategies for different situations, including using knowledge of odd and even numbers	2.3 Properties of odd and even numbers 8.2 Rounding to ten thousands 16.3 Rounding using a target digit strategy 17.1 Estimation strategies

Year 4 Content Descriptions

Number and algebra (continued)

Sub-strand	Content description	Topics	
Financial mathematics	Explore saving and spending, recognising that limited amounts of money are available	This description is partially covered in: 6.1 Solving problems with bar models 6.3 Budgets	To cover this description fully, you will need to supplement with your own material.
Modelling with number	Identify and represent real-world additive and multiplicative situations with diagrams and equations to reach a solution. Interpret and communicate findings in context	6.1 Solving problems with bar models	6.3 Budgets

Measurement and geometry

Sub-strand	Content description	Topics	
Two-dimensional space and structures	Explore, visualise, describe and create two-dimensional shapes that result from combining or splitting familiar shapes	30.1 Quadrilaterals	30.2 Combining shapes
	Estimate, measure and compare the perimeter of two-dimensional shapes, using scaled instruments and appropriate informal or formal units	11.3 Measuring perimeter	12.1 Calculating perimeter
	Estimate, measure and compare the areas of rectangles, using uniform informal square units in arrays	12.2 Area	12.3 Area of irregular shapes
	Indirectly compare angles and identify as being equal to, greater than or less than a right angle	21.2 Angles	
	Create or interpret a grid map, describe positions and pathways, and explore scale and legends	This description is partially covered in: 17.2 Grid references 17.3 Maps, pathways and directions	To cover this description fully, you will need to supplement with your own material.
Three-dimensional space and structures	Connect three-dimensional objects to their two-dimensional representations and visualise and describe key features that cannot be seen	There are no Maths Trek 4 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
	Estimate, measure and compare capacity in litres and millilitres using scaled instruments	7.1 Reading graduated scales 7.2 Measuring with litres and millilitres	7.3 Converting litres and millilitres
	Explore and directly compare volumes, and recognise that objects with different shapes can have the same volume	There are no Maths Trek 4 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
Non-spatial measurement	Estimate and measure mass in kilograms and grams using analogue and digital scales	7.1 Reading graduated scales	8.1 Measuring with kilograms and grams
	Convert between units of time, tell the time on digital and analogue clocks using 'am' and 'pm' notation and determine duration	30.3 Converting units of time 32.1 Time (am and pm)	32.2 Reading and interpreting timetables 32.3 Time to the nearest minute

Year 4 Content Descriptions

Measurement and geometry (continued)

Sub-strand	Content description	Topics
Modelling with measurement and geometry	In real-world situations involving two-dimensional shapes, three-dimensional objects, grid maps, determining length, capacity or mass in metric units or converting between units of time, mathematically represent the problem to reach a solution. Interpret and communicate findings in the context of the situation	7.1 Reading graduated scales 7.2 Measuring with litres and millilitres 7.3 Converting litres and millilitres 8.1 Measuring with kilograms and grams 29.2 Measuring with millimetres
		29.3 Millimetres, centimetres and metres 30.3 Converting units of time 32.1 Time (am and pm) 32.2 Reading and interpreting timetables 32.3 Time to the nearest minute

Probability and statistics

Sub-strand	Content description	Topics
Probability	Order the likelihood of everyday chance events. Identify when events are not affected by previous events	14.1 Describing possible outcomes 14.2 Dependent and independent events
	Predict the likelihood of outcomes of unequally likely, repeated chance experiments. Conduct the experiments, describe variation and compare to the prediction	14.1 Describing possible outcomes 24.1 Predicting possible outcomes
Statistics	Describe and interpret real-life data represented in many-to-one pictographs and column graphs	16.1 Picture graphs 19.3 Column graphs 20.1 Picture graphs
	In a real-world context, pose questions and collect categorical or discrete numerical data, checking for accuracy and consistency. Organise and represent data in pictographs and column graphs and interpret the data to communicate findings in terms of the context	4.2 Collecting and organising data 20.2 Comparing graphs 24.1 Predicting possible outcomes

Note: The following Maths Trek 4 topics are not listed in the Year 4 content descriptions table:

- 10.2 Line symmetry
- 10.3 Symmetrical patterns
- 14.3 Combining objects
- 21.3 Tessellation

Year 5 Content Descriptions

Number and algebra

Sub-strand	Content description	Topics
Understanding number	Read, write and order seven-digit numbers and beyond	1.2 Place value to millions 10.1 Place value beyond millions 28.1 Place value and expanded notation
	Read, write, compare and order decimal numbers, including on a number line	7.2 Place value to thousandths 21.2 Comparing decimals
	Represent and partition numbers up to seven-digits. Use the multiplicative place value relationship between adjacent places to explain the value of a digit	1.2 Place value to millions 10.1 Place value beyond millions 24.3 Multiplication by tens and hundreds 28.1 Place value and expanded notation
	Represent and partition decimal numbers. Use the multiplicative place value relationship between adjacent places to explain the value of a digit	7.2 Place value to thousandths 21.2 Comparing decimals 28.1 Place value and expanded notation
	Explore, identify and represent factors and multiples of whole numbers in arrays and explain reasoning	14.3 Turnarounds and friendly pairs 16.1 Multiples 16.2 Multiples using algorithms 17.1 Factors 23.3 Divisibility rules
	Count by unit fractions, locate and represent on number lines and extend to mixed numerals	19.3 Comparing and ordering fractions 20.2 Equivalent fractions 21.1 Mixed numerals and improper fractions
	Identify the use of percentages in everyday situations and recognise that 100% represents a complete whole, which is equal to one	7.3 Percentages 21.3 Percentages
Understanding equalities and inequalities	Complete and check statements of equality and inequality involving the four operations, and explain reasoning	This description is partially covered in: 14.3 Turnarounds and friendly pairs 15.2 Inverse operations 17.2 Equivalent number sentences To cover this description fully, you will need to supplement with your own material.
Patterns and relationships	Follow rules to create increasing or decreasing additive and multiplicative patterns using concrete materials and numbers. Explore ways to predict unknown values	16.1 Multiples 16.2 Multiples using algorithms 17.1 Factors
Calculating with number	Add and subtract any whole numbers, using flexible and efficient strategies	2.1 Addition 2.2 Subtraction 14.2 Addition 15.1 Subtraction with zeros
	Add and subtract fractions with the same denominator, using flexible and efficient strategies	This description is partially covered in: 20.1 Adding and subtracting fractions 20.3 Adding and subtracting fractions To cover this description fully, you will need to supplement with your own material.
	Multiply larger whole numbers by one- and two-digit numbers and divide whole numbers by one-digit numbers, including those with remainders, using flexible and efficient strategies	1.3 Fact families for multiplication and division 6.3 Multiplication using the area model 7.1 Multiplication using split and multiply 10.2 Multiplication – 3 digits $\times$ 1 digit 15.2 Inverse operations 15.3 Division 16.3 Division 17.3 Division with remainders 24.1 Division with remainders 24.2 Multiplication – 4 digits $\times$ 1 digit 24.3 Multiplication by tens and hundreds 25.1 Multiplication using the area model 25.2 Multiplication – 3 digits $\times$ 2 digits 29.1 Division with remainders as fractions 29.2 Division with remainders to tenths 29.3 Division with remainders to hundredths
	Explore multiplicative estimation strategies and their appropriateness in different situations	2.3 Rounding to ten thousands 3.1 Estimation strategies 28.2 Rounding using a target digit strategy 28.3 Estimation strategies

Year 5 Content Descriptions

Number and algebra (continued)

Sub-strand	Content description	Topics
Financial mathematics	Identify features of budgets and create a simple budget, comparing prices where possible	19.2 Budgets 32.1 Budgets
Modelling with number	Identify and represent a range of real-world additive and multiplicative situations with equations, using diagrams where needed. Interpret and communicate findings in context	2.1 Addition 2.2 Subtraction 6.3 Multiplication using the area model 7.1 Multiplication using split and multiply 10.2 Multiplication – 3 digits × 1 digit 14.2 Addition 15.1 Subtraction with zeros 19.2 Budgets 32.1 Budgets

Measurement and geometry

Sub-strand	Content description	Topics
Two-dimensional space and structures	Explore line and rotational symmetry in two-dimensional shapes	12.1 Rotational symmetry 12.3 Translation, reflection, rotation
	Choose and use appropriate metric units and part units to estimate and measure lengths	14.1 Measuring with kilometres 25.3 Choosing units of measurement
	Describe and test a sequence of steps to determine the perimeter of rectangles	10.3 Calculating perimeter 11.2 Perimeter of rectangles
	Identify dimensions of a metric square unit. Estimate, measure and compare areas using metric square units	11.1 Area 11.3 Area of rectangles
	Estimate, measure and construct angles in degrees using a protractor. Classify acute, right, obtuse, reflex and straight angles	23.1 Classifying angles 23.2 Measuring angles 0° to 180° 32.3 Measuring angles 0° to 360°
	Use directional language, grid references and grid coordinates to describe positions and pathways	4.2 Directional language 4.3 Coordinates and directions 12.2 Directions, turns, degrees 19.1 Coordinates to locate position
Three-dimensional space and structures	Visualise and connect three-dimensional objects to their nets and build objects from their nets	32.2 Nets of objects
	Choose appropriate units to estimate and measure capacity	25.3 Choosing units of measurement 26.1 Measuring with litres and millilitres
	Identify the dimensions of a metric cubic unit. Construct and compare rectangular prisms using cubes and determine their volume	There are no Maths Trek 5 topics that directly align to this description. To cover this description, you will need to supplement with your own material.
Non-spatial measurement	Choose appropriate units to estimate, measure and compare mass	8.1 Measuring mass 25.3 Choosing units of measurement
	Explore, describe and convert between 12- and 24-hour time systems and use to determine duration	3.2 24-hour time 3.3 Reading timetables 4.1 Australian time zones
Modelling with measurement and geometry	In real-world situations involving transformation of two-dimensional shapes, nets, grid reference systems, determining length, area, capacity, volume or mass in metric units or converting between 12- and 24-hour time, mathematically represent the problem to reach a solution. Interpret and communicate findings in the context of the situation	3.2 24-hour time 3.3 Reading timetables 4.1 Australian time zones 4.3 Coordinates and directions 8.1 Measuring mass 11.1 Area 11.3 Area of rectangles 12.1 Rotational symmetry 12.3 Translation, reflection, rotation 14.1 Measuring with kilometres 19.1 Coordinates to locate position 25.3 Choosing units of measurement 26.1 Measuring with litres and millilitres 32.2 Nets of objects In addition to the topics identified, there are many opportunities throughout Maths Trek 5 for students to address this description.

Year 5 Content Descriptions

Probability and statistics

Sub-strand	Content description	Topics
Probability	Compare a range of everyday chance events, grouping into those with outcomes that are equally likely or not equally likely	30.1 Measures of probability 30.2 Comparing probability 30.3 Fair and unfair outcomes
	Conduct repeated chance experiments with equally likely outcomes, including with the use of digital tools. Represent results as fractions, compare with others and discuss variation	30.1 Measures of probability 30.2 Comparing probability 30.3 Fair and unfair outcomes
Statistics	Describe and interpret line graphs that show how real-life continuous data changes over time	6.1 Line graphs
	In a real-world context, pose and refine questions, and collect categorical or discrete numerical data. Organise and make choices to represent data. Interpret and communicate findings in terms of the context, and reflect on variation and accuracy	6.2 Categorical and numerical data 8.2 Dot plots 8.3 Column graphs 26.2 Ordinal data 26.3 The mode 30.3 Fair and unfair outcomes

Year 6 Content Descriptions

Number and algebra

Sub-strand	Content description	Topics
Understanding number	Investigate the use of positive and negative integers to represent everyday situations. Read, write and order integers on a number line	1.2 Positive and negative numbers 32.1 Positive and negative numbers
	Represent and explain the multiplicative place value relationship between places in any number, including decimals	25.3 Multiply decimals by 10, 100, 1000
	Explore, identify and represent square, prime and composite numbers in arrays and explain reasoning	2.2 Square numbers 3.1 Factor trees 2.3 Prime and composite numbers
	Order common fractions with the same and related denominators, including mixed numerals, using diagrams and number lines	This description is partially covered in: 1.3 Comparing and ordering fractions 15.1 Equivalent fractions To cover this description fully, you will need to supplement with your own material.
	Connect commonly used percentages, including 10%, 25% and 50% to fractions and decimals, including on a number line	6.2 Renaming fractions as percentages 28.3 Percentages 20.1 Renaming fractions as percentages
Understanding equalities and inequalities	Complete, check and construct statements of equality and inequality involving the four operations, including the use of brackets and order of operations, and explain reasoning	4.3 Inverse operations to check calculations 14.3 Balancing equations 14.2 Order of operations 23.3 Inverse operations to solve problems
Patterns and relationships	Create and represent increasing or decreasing patterns using concrete materials and numbers. Use words to generalise rules that relate each element of a pattern to its position	4.1 Investigating patterns 14.1 Function machines 4.2 Patterns in a table of values 28.2 Patterns and rules
Calculating with number	Choose and use flexible and efficient strategies to calculate with whole numbers, involving any of the four operations and explore the use of the order of operations	The Maths Trek 6 problem-solving units and investigations provide students with numerous opportunities to address this description.
	Add and subtract fractions with related denominators, using flexible and efficient strategies, based on knowledge of equivalence	15.1 Equivalent fractions 24.1 Adding and subtracting fractions 15.2 Adding and subtracting fractions
	Add and subtract decimals to two decimal places, using flexible and efficient strategies	15.3 Rounding decimals 16.3 Decimal addition to hundredths 16.1 Decimal addition to tenths 17.1 Decimal subtraction to hundredths 16.2 Decimal subtraction to tenths
	Multiply decimals by whole numbers and multiply and divide decimals by powers of 10, using flexible and efficient strategies	15.3 Rounding decimals 26.2 Decimal division 19.2 Decimal multiplication 26.3 Decimal multiplication and division 19.3 Decimal division 28.1 Decimals with the four operations 25.3 Multiply decimals by 10, 100, 1000 26.1 Decimal multiplication
	Determine a familiar fraction, decimal or percentage of a whole number	2.1 Fractions as division 20.2 Discount 6.2 Renaming fractions as percentages 28.3 Percentages 20.1 Renaming fractions as percentages
	Use estimation and rounding to make reasonable evaluations and justify results	6.2 Renaming fractions as percentages 20.1 Renaming fractions as percentages 7.1 Estimation strategies 28.3 Percentages 15.3 Rounding decimals

Year 6 Content Descriptions

Number and algebra (continued)

Sub-strand	Content description	Topics	
Financial mathematics	Create a plan for a savings goal, predict expenses and identify that saving money with a bank attracts interest	This description is partially covered in: 21.1 Budgets	To cover this description fully, you will need to supplement with your own material.
Modelling with number	In real-world situations involving whole numbers, order of operations and fractions with the same denominator - analyse the situation and identify relevant information - mathematically represent the situation, including using equations to reach a solution - interpret and communicate findings in the context, exploring and justifying decisions	The Maths Trek 6 problem-solving units and investigations provide students with numerous opportunities to address this description.	In addition, students can address this description in various topics throughout Maths Trek 6.

Measurement and geometry

Sub-strand	Content description	Topics	
Two-dimensional space and structures	Explore, visualise and describe translations, reflections or rotations of two-dimensional shapes	24.3 Tessellations 30.3 Transformations	32.3 Transformations with coordinates
	Convert between units of length, by connecting metric units to the decimal system and extend to units of mass and capacity	7.2 Metric system of measurement	23.2 Measuring with tonnes and kilograms
	Describe and test a sequence of steps to determine the area of rectangles based on dimensions	7.3 Perimeter of rectangles 8.1 Area of rectangles	8.2 Area of composite rectangles 8.3 Area and perimeter
	Investigate angles in a right angle, on a straight line, angles at a point and vertically opposite angles, to determine unknown angles and explain reasoning	6.1 Properties of angles	24.2 Properties of shapes
	Explore the Cartesian plane as the intersection of two number lines at zero, using the coordinate system to locate points in all four quadrants	19.1 Coordinates in one quadrant 32.2 Coordinates in four quadrants	32.3 Transformations with coordinates
Three-dimensional space and structures	Visualise, sketch and construct three-dimensional objects, including prisms and pyramids	This description is partially covered in: 23.1 Cross-sections	To cover this description fully, you will need to supplement with your own material.
	Describe and test a sequence of steps to determine the volume of rectangular prisms based on dimensions	There are no Maths Trek 6 topics that directly align to this description.	To cover this description, you will need to supplement with your own material.
Non-spatial measurement	Use timetables and itineraries in 12- and 24-hour time systems to determine the duration of events and journeys	10.1 Reading timetables 21.2 Reading and interpreting timetables	21.3 Calculating duration

Year 6 Content Descriptions

Measurement and geometry (continued)

Sub-strand	Content description	Topics	
Modelling with measurement and geometry	In real-world situations involving transformation of two-dimensional shapes, rectangular prisms, pyramids, Cartesian plane, measuring and converting metric units for length, mass and capacity, determining volume and area in metric units or determining the duration of events and journeys - analyse the situation and identify relevant information - mathematically represent the situation to reach a solution - interpret and communicate findings in the context, exploring and justifying	The Maths Trek 6 problem-solving units and investigations provide students with numerous opportunities to address this description.	In addition, students can address this description in various topics throughout Maths Trek 6. Note: To cover this description fully, you will need to supplement with your own material for the concept of volume.

Probability and statistics

Sub-strand	Content description	Topics	
Probability	Order everyday chance events and phrases on a scale from 0 to 1, where 0 represents an event that is certain not to happen (impossible) and 1 represents an event that is certain to happen	29.1 Comparing probability 29.2 Expected probability	29.3 Observed probability
	Conduct repeated chance experiments and simulations with equally likely or unequally likely outcomes, including with the use of digital tools, for an increasing number of trials. Compare expected and observed frequencies in terms of variation as the number of trials increase	29.1 Comparing probability 29.2 Expected probability	29.3 Observed probability 30.1 Repeated probability experiments
Statistics	Describe and interpret a range of displays for real-life numerical data, including side-by-side column graphs, using mode, range and shape	10.2 Categorical and numerical data 10.3 Ordinal and nominal data 11.1 Side-by-side column graphs 11.2 Line graphs 11.3 Stacked line graphs	12.1 Bar charts 12.2 Mode and range 12.3 Comparing graphs 30.2 Discrete and continuous data
	Describe how the features of real-life data displays may influence an audience	17.2 Misleading data and graphs	17.3 Causes of bias
	In a real-world context involving numerical data - analyse the situation to pose a refined question - choose the most appropriate way to collect data to ensure accuracy and consistency, and make choices to represent data, including line graphs and side-by-side column graphs - interpret and communicate findings in terms of the context and describe reasons for variation	10.2 Categorical and numerical data 10.3 Ordinal and nominal data	29.1 Comparing probability 30.2 Discrete and continuous data

Note: The following Maths Trek 6 topics are not listed in the Year 6 content descriptions table:

- 3.2 Multiplication
- 3.3 Division
- 6.3 Multi-step problems – add and subtract
- 20.3 Multi-step problems
- 25.1 Decimal addition to thousandths
- 25.2 Decimal subtraction to thousandths

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