

*Please enlarge the following pages to A3 size, as each document is designed to provide a single-page overview of the year, when used in-sync with the Top Ten Diagnostic Assessments and Units for Years 3-6.*

# **Australian Curriculum Version 9**

[toptenmaths.com](http://toptenmaths.com)

[Hyperlinks](#) to the units are included.

**Number and Algebra**

**Measurement and Space**

**Statistics and Probability**

## **Rationale:**

This scope and sequence is based on results achieved at our intensive PL schools, detailed at <https://www.toptenresources.com/researchbasis>, including 98% strong or exceeding in NAPLAN. It has also been based on our classroom research in-person in Singapore, where we researched scope and sequences with their school leaders, and found consistent 'blocks' of units are standard practice.

Significant results are achieved through solid blocks of teaching for the big ideas in number, based on points-of-need from the Top Ten diagnostic assessment data, with cross-content links wherever possible, but with a consistent main focus on number as the learning intention for solid sequences.

This is followed by spaced retrieval through our daily 5-minute fluency routine ([Five-Minute Fluency](#)), hands-on warm-up games detailed at the start of each unit, number talks focused on mental strategies, as well problem-solving prompts linked to each unit.

We recommend number talks, warm-up games and a [5-minute daily point-of-need fluency routine](#), instead of daily review PowerPoints. The reason we do not recommend daily review PowerPoints is that these are not differentiated by point-of-need (one slide for the whole class), do not offer high value-add in terms of student think time and work rate (dominated by screen and teacher talk time, and abstract representations only), and do not build high levels of student engagement or a love of numeracy.

**This is a recommended sequence only – schools can use this as a base document to start a conversation with teams.**

**We recommend prioritising a yearly sequence that provides for substantial blocks of teaching for the big ideas in number, followed by spaced retrieval with warm-up games, number talks and a 5-minute fluency routine, to ensure:**

1. Teachers have time to act on the data from comprehensive diagnostic assessments, then deliver material sequentially, rather than piece-by-piece throughout the year, which avoids rushing through ‘topics’ before students have consolidated and mastered critical skills conceptually. **There must be time for substantial learning guided by the pre-test data. Spaced retrieval rationales do not hold until content has been mastered substantially through multiple exposures and repeated practice over the course of three solid weeks first. Students cannot effectively retrieve a concept, if it has not been understood in the first place.**

For example, within a typical *Year 1 Addition Unit*, the focus should be on one more, counting on, partitioning 3 to 9, then 10 facts. With a ‘one-week-per-topic approach,’ one strategy would need to be taught on each day, as opposed to having a week-long focus on each strategy across a 3-5 week focus on Addition. The block method mirrors how teams deliver content in Singapore.

2. Teachers can formatively assess students’ progress throughout a unit and deliver point-of-need teaching, which simply cannot occur if topics such as Place Value, Addition, Multiplication, Fractions, and others, are allocated only one week at a time. By the time the topic is ‘revisited’ in Term 2, often students cannot build on what was started (but not consolidated or mastered concretely) in the rushed single-week Term 1 ‘coverage’ of the content. During longer units, teachers can identify gaps, observe and act on students’ thinking and strategies, then have time to work on all this intensively with students. **Coverage does not equal mastery.**
3. By deciding on the full sequence from the start of the year, teams spend planning time focusing on ‘how’ to teach, rather than ‘what’ to teach. Teams can be confident that all parts of the curriculum are allocated a fair amount of time, relative to the amount and complexity of the content for each concept. Number is prioritised and, even prior to the curriculum changes, the Top Ten sequence had number as the dominant focus, as without number all the other strands suffer (a student cannot estimate in measurement without a good grasp of number, and nor can a student work out differences in data on a graph without a solid concept of difference between within Subtraction). **Often NAPLAN points-of-need noted in the other strands can, in fact, be traced back to critical gaps in the big ideas of number.**

**Note:** Number units have been prioritised at the start of terms when student and teacher energy is higher.

**Note:** Problem-solving and cross strand connections (decimals linking to money and measurement, multiplication linking to area, fractions linking to probability, and so on) and real-life applied mathematics are already embedded within all unit plans.

Concepts can be relocated to ideally fit with inquiry focuses throughout the year (for example, orienteering in PE linking to a Location unit).

**Note:** Ongoing warm-ups and 11-week terms allow time for revision of any critical gaps or partially consolidated content, particularly gaps evident from post-assessments.

## *Critical note on spaced retrieval:*

Warm-up games and number talks for mental strategies are specifically recommended, leveraging spaced retrieval throughout the year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 1</b>	<b>PLACE VALUE</b>								<b>LENGTH</b> 2-3 weeks depending on term			
Spaced retrieval	<b>5-minute fluency daily routine</b> 2- and 3-digit Addition and Subtraction Number Talks					Analogue clock daily pauses to tell the time		Multiplication warm-up games				
Main lesson sequence	Revising 3- and 4-digit numbers <a href="#">Place Value</a> <a href="#">Early Years</a> <a href="#">Revision Unit</a>	Constructing & recording to 10 000 and beyond <a href="#">Year 3 A</a> <a href="#">Place Value</a>	Constructing & recording to 10 000 and beyond <a href="#">Year 3 A</a> <a href="#">Place Value</a>	Rounding and Number Lines <a href="#">Year 3 B</a> <a href="#">Place Value</a>	Rounding and Number Lines <a href="#">Year 3 B</a> <a href="#">Place Value</a>	Renaming and Bridging <a href="#">Year 3 C</a> <a href="#">Place Value</a>	Renaming and Bridging <a href="#">Year 3 C</a> <a href="#">Place Value</a>	<b>Estimating and measuring using formal metric units</b>				

Focuses are recommended in the warm-ups row (below the main concept row for each term, circled in yellow above), however, these focuses should also be guided by the post-test data for each cohort.

Our five-minute fluency daily routine is pre-differentiated by point-of-need and recommended for the full seven years of primary school – all detailed within the [\*\*Five-Minute Fluency folder\*\*](#).

# Australian Curriculum Version 9 – Year 3 Recommended Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>PLACE VALUE</b> 7 weeks							<b>LENGTH, HEIGHT &amp; WIDTH</b> 2 weeks		<b>MASS &amp; CAPACITY</b>
Spaced retrieval	<a href="#">5-minute fluency daily routine</a>	<a href="#">Addition &amp; Subtraction Number Talks</a>		<a href="#">Daily pause to tell the time on analogue clock</a>			<a href="#">Multiplication daily practice warm-ups</a>			
Main lesson sequence	<a href="#">Bookwork expectations</a> Revising 3- & 4-digits <a href="#">Early Years Revision Unit</a>	Constructing & recording to 10 000 and beyond <a href="#">Year 3 A Place Value</a>	Constructing & recording to 10 000 and beyond <a href="#">Year 3 A Place Value</a>	Rounding with Number Lines <a href="#">Year 3 B Place Value</a>	Rounding Year 3 B <a href="#">Place Value Front-load</a> <a href="#">Year 4 Shootouts 4B</a>	Renaming X-ray Eyes, Hide & Seek <a href="#">Year 3 C Place Value</a>	Renaming Year 3 C <a href="#">Place Value Front-load</a> <a href="#">Place Value Softball 4C</a>	<a href="#">Estimating and measuring using formal metric units</a> <a href="#">Key benchmarks (1kg, 500g, 1L, 500mL)</a> <a href="#">Choosing appropriate units for the task</a> <a href="#">Labelled instruments</a>		
<b>Term 2</b>	<b>ADDITION</b> 4 weeks				<b>SUBTRACTION</b> 4 weeks				<b>TIME</b> 2 weeks	
Spaced retrieval	<a href="#">5-minute fluency daily routine</a>	<a href="#">Daily length estimation challenge using objects</a>			<a href="#">Warm-ups relating to Place Value post-test gaps</a>			<a href="#">Multiplication Number Talks</a>		
Main lesson sequence	Applying Early Years Strategies & Place Value <a href="#">Addition Unit 2</a>	Split strategy mentally to 3-digits <a href="#">Addition Unit 3</a>	Making 100 <a href="#">Addition Unit 4</a> Dollars and cents (making \$1) <a href="#">Early Years Pack Money Unit 2</a>	Jump strategy <a href="#">Addition Unit 5</a> Switch strategy <a href="#">Addition Unit 6</a>	Applying Early Years Strategies & Place Value <a href="#">Subtraction Unit 2</a>	Jump Back Strategy <a href="#">Subtraction Unit 3</a>	Jump the Difference Strategy <a href="#">Subtraction Unit 4</a> Transformation <a href="#">Unit 5</a>	Jump the Difference Subtraction <a href="#">Unit 4</a> Transformation <a href="#">Unit 5</a>	<a href="#">Analogue clocks</a> <a href="#">Relationships between formal units of time</a> <a href="#">Estimate and compare duration of events</a>	
<b>Term 3</b>	<b>MULTIPLICATION</b> 4 weeks				<b>DIVISION</b> 4 weeks				<b>LOCATION</b> 1 week	<b>GRAPHING</b> 1 week
Spaced retrieval	<a href="#">5-minute fluency</a>			<a href="#">Warm-ups &amp; number talks for Addition &amp; Subtraction post-test gaps</a>			<a href="#">Daily pause to tell time</a>			
				<a href="#">Length/mass/capacity estimation objects/container</a>			<a href="#">Fractions front-loading warm-ups (Unit 2 and Unit 3)</a>			
Main lesson sequence	Doubling Family <a href="#">Multiplication Unit 2</a>	Tens Family <a href="#">Multiplication Unit 3</a> Applying Multiplicative Thinking <a href="#">Multiplication Unit 5</a>	Multiples of 3 <a href="#">Multiplication Unit 4</a> Applying Multiplicative Thinking <a href="#">Multiplication Unit 5</a>	Applying Multiplicative Thinking <a href="#">Multiplication Unit 5</a>	Quotitive Division <a href="#">Division Unit 2</a>	Halving Family and Tens Family Strategies <a href="#">Division Unit 3</a>	Halving and Tens Strategies <a href="#">Division Unit 3</a> Known or near multiplication fact families <a href="#">Division Unit 4</a>	Known or near multiplication facts – division fact families <a href="#">Division Unit 4</a>	2D maps of familiar environments <a href="#">Locate key landmarks</a>	Questions of interest <a href="#">Collect and record data</a> <a href="#">Interpret</a>
<b>Term 4</b>	<b>FRACTIONS</b> 4 weeks				<b>PROBABILITY &amp; STATISTICS</b>		<b>ANGLES</b>	<b>PATTERNS</b> 2 weeks		<b>SHAPE</b>
Spaced retrieval	<a href="#">5-minute fluency</a>	<a href="#">Warm-ups to target Multiplication and Division post-test gaps</a>			<a href="#">Multiplication practice</a>		<a href="#">All operations Number Talks</a>	<a href="#">Daily pause to tell time</a>		
Main lesson sequence	Revision Fractions <a href="#">Unit 1</a> Real-life Fractions <a href="#">Unit 2</a>	Real-life, Counting by & Number Lines <a href="#">Fractions Unit 2</a>	Real-life, Counting by & Number Lines <a href="#">Fractions Unit 2</a>	Equivalence <a href="#">Fractions Unit 3</a>	<a href="#">Chance experiments and probability language</a> <a href="#">Graphing results of experiments</a> <a href="#">LINK TO FRACTIONS</a>		Right angles as quarter turns <a href="#">LINK TO FRACTIONS</a>	<a href="#">Balance + - problems</a> <a href="#">Skip-counting by 3, 4, 6, 7, 8 and 9, multiples and factors</a> <a href="#">front-loading for Year 4 Patterns Unit for 3/4</a>		Make, compare and classify STEM Construction

# Australian Curriculum Version 9 – Year 3/4 Recommended Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1</b>	<b>PLACE VALUE</b> 8 weeks								<b>LENGTH, MASS, CAPACITY &amp; TEMPERATURE</b>		
Spaced retrieval	<a href="#">5-minute fluency daily routine</a>	<a href="#">Addition &amp; Subtraction Number Talks</a>	Daily pause to calculate duration or time till an event						<a href="#">Multiplication daily practice</a> warm-ups		
Main lesson sequence	<a href="#">Bookwork expectations</a> <a href="#">Constructing &amp; recording Place Value Year 4 A</a> <a href="#">Constructing &amp; recording Place Value Year 3 A</a>	<a href="#">Rounding and Number Lines Place Value Year 3 B</a>	<a href="#">Rounding and Number Lines Place Value Year 4 B</a>	<a href="#">Renaming and Bridging Place Value Year 3 C</a>	<a href="#">Renaming and Bridging Place Value Year 4 C</a>	<a href="#">Introducing Decimals (Money focus for Year 3) Year 4 Decimals</a>	<a href="#">Introducing Decimals (Money focus for Year 3) Year 4 Decimals</a>	<a href="#">Estimate, measure and compare in metric units using scaled and digital instruments</a> <a href="#">Key benchmarks (1kg, 500g, 1L, 500mL)</a>			
<b>Term 2</b>	<b>ADDITION</b> 3 weeks			<b>SUBTRACTION</b> 4 weeks						<b>TIME</b> 2 weeks	
Spaced retrieval	<a href="#">5-minute fluency daily routine</a>	<a href="#">Daily length estimation challenge using objects</a>			<a href="#">Warm-ups relating to Place Value post-test gaps</a>			<a href="#">Multiplication Number Talks</a>			
Main lesson sequence	<a href="#">Split strategy mentally Add Unit 3</a> <a href="#">Making 100 and 1000 mentally Add Unit 4</a>	<a href="#">Jump strategy Addition Unit 5</a> <a href="#">Switch strategy Addition Unit 6</a>	<a href="#">Switch strategy Addition Unit 6</a> <a href="#">Estimate and Algorithm Addition Unit 7</a>	<a href="#">Jump Back Subtraction Unit 3</a> <a href="#">Jump the Difference Subtraction Unit 4</a>	<a href="#">Jump the Difference Subtraction Unit 4</a> <a href="#">Calculating Change to 5¢ within Unit 4</a>	<a href="#">Transformation Pump it up &amp; Drop it low Strategies Unit 5</a>	<a href="#">Estimate, All Mental Strategies &amp; the Algorithm Subtraction Unit 6</a>	<a href="#">Analogue clocks</a> <a href="#">Solve problems about durations that span over am and pm timeframes</a> <a href="#">Convert between formal units of time</a>		<a href="#">Estimate and measure using informal and formal units</a> <a href="#">LEADING INTO MULTIPLICATION</a>	
<b>Term 3</b>	<b>MULTIPLICATION</b> 4 weeks				<b>DIVISION</b> 4 weeks				<b>LOCATION</b>	<b>GRAPHING</b>	
Spaced retrieval	<a href="#">5-minute fluency</a> Number talks for <a href="#">Addition &amp; Subtraction</a> post-test gaps <a href="#">Fractions warm-ups (Unit 3)</a> <a href="#">Length/mass/capacity/temperature estimation with decimals</a>										
Main lesson sequence	<a href="#">Doubling and Tens Strategies (Year 4 apply to larger #s)</a> <a href="#">Multiply Unit 2 and Multiply Unit 3</a>	<a href="#">Multiples of 3 Family and x7 Multiply Unit 4</a> <a href="#">Applying Multiplicative Thinking Unit 5</a>	<a href="#">Applying Multiplicative Thinking Multiplication Unit 5</a>	<a href="#">Power of 10, Estimation and the Area Model Multiplication Unit 6</a>	<a href="#">Halving Family and Tens Strategies (Year 4 apply to larger numbers)</a> <a href="#">Division Unit 3</a>	<a href="#">Use Known or Near Multiplication Facts – Division Fact Families</a> <a href="#">Division Unit 4</a>	<a href="#">Known or Near x Facts – Division Fact Families</a> <a href="#">Division Unit 4</a>	<a href="#">Divisibility Patterns</a> <a href="#">Division Unit 6</a>	<a href="#">2D maps and key landmarks</a> <a href="#">Grid references to describe position and pathways</a>	<a href="#">Collect data based on questions of interest or a purpose</a> <a href="#">Graph and interpret data</a>	
<b>Term 4</b>	<b>FRACTIONS</b> 4 weeks				<b>PROBABILITY &amp; STATISTICS</b>		<b>ANGLES</b>	<b>PATTERNS</b>	<b>SHAPE &amp; SYMMETRY</b>		
Spaced retrieval	<a href="#">5-minute fluency</a> Warm-ups to target <a href="#">Multiplication</a> and <a href="#">Division</a> post-test gaps <a href="#">Multiplication practice</a> All operations <a href="#">Number Talks</a>										
Main lesson sequence	<a href="#">Real-life and Counting by Fractions</a> <a href="#">Fractions Unit 2</a>	<a href="#">Equivalence Fractions Unit 3</a>	<a href="#">Equivalence Fractions Unit 3</a>	<a href="#">Improper Fractions to Mixed Fractions</a> <a href="#">Unit 4</a>	<a href="#">Order possible outcomes by likelihood</a> <a href="#">Independent v. dependent events</a> <a href="#">Graph and analyse results</a> <a href="#">LINK TO FRACTIONS</a>		<a href="#">Right angles (Yr3)</a> <a href="#">Naming all types (Yr 4)</a> <a href="#">LINK TO FRACTIONS</a>	<a href="#">Balance + - problems</a> <a href="#">Patterns Unit for 3/4</a>	<a href="#">Make, classify and compare 2D and 3D shapes</a> <a href="#">Composite shapes</a> <a href="#">Line and rotational symmetry</a> <a href="#">STEM Construction</a>		

# Australian Curriculum Version 9 – Year 4 Recommended Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>PLACE VALUE (INCLUDING DECIMALS)</b> 8 weeks								<b>LENGTH, MASS, CAPACITY &amp; TEMPERATURE</b>	
Spaced retrieval	<a href="#">5-minute fluency daily routine</a>	<a href="#">Addition &amp; Subtraction Number Talks</a>	Daily pause to calculate duration or time till an event						<a href="#">Multiplication daily practice</a> warm-ups	
Main lesson sequence	<a href="#">Bookwork expectations</a> <b>Constructing &amp; recording</b> <i>Places Paint Samples, Happiness Project</i> <b>Wonders of World</b> <a href="#">Place Value 4 A</a>	<b>Constructing &amp; recording</b> <i>Places Paint Samples, Happiness Project</i> <b>Wonders of World</b> <a href="#">Place Value Year 4 A</a>	<b>Rounding and Number Lines</b> <i>Rounding Shootouts with Number Lines</i> <a href="#">Place Value Year 4 B</a>	<b>Renaming and Bridging</b> <i>X-ray Eyes and Banker Place Value</i> <a href="#">Place Value Year 4 C</a>	<b>Renaming and Bridging</b> <i>Place Value Softball, What Changed Game</i> <a href="#">Place Value Year 4 C</a>	<b>Introducing Decimals (money and measurement links)</b> <a href="#">Year 4 Decimals</a>	<b>Introducing Decimals (money and measurement links)</b> <a href="#">Year 4 Decimals</a>	<b>Introducing Decimals (money and measurement links)</b> <a href="#">Year 4 Decimals</a>	<b>Estimate, measure and compare using scaled and digital instruments, including partial units/decimals</b> <b>APPLYING DECIMALS</b>	
<b>Term 2</b>	<b>ADDITION</b> 3 weeks			<b>SUBTRACTION</b> 4 weeks				<b>TIME</b> 2 weeks		<b>AREA &amp; PERIMETER</b>
Spaced retrieval	<a href="#">5-minute fluency daily routine</a>	Daily length estimation challenge using objects			Warm-ups relating to <a href="#">Place Value</a> post-test gaps			<a href="#">Multiplication Number Talks</a>		
Main lesson sequence	<b>Split strategy mentally to 4-digits</b> <a href="#">Add Unit 3</a> <b>Making 1000 mentally</b> <a href="#">Add Unit 4</a>	<b>Jump strategy</b> <a href="#">Addition Unit 5</a> <b>Switch strategy</b> <a href="#">Addition Unit 6</a>	<b>Switch strategy</b> <a href="#">Addition Unit 6</a> <b>Estimate and Algorithm</b> <a href="#">Addition Unit 7</a>	<b>Jump Back Subtraction</b> <a href="#">Unit 3</a> <b>Jump the Difference Subtraction</b> <a href="#">Unit 4</a>	<b>Jump the Difference Subtraction</b> <a href="#">Unit 4</a> <b>Calculating Change to 5¢ within Unit 4</b>	<b>Transformation Pump it up &amp; Drop it low Strategies</b> <a href="#">Unit 5</a>	<b>Estimate, All Mental Strategies &amp; the Algorithm Subtraction</b> <a href="#">Unit 6</a>	<b>Revise analogue time</b> <b>Solve problems about durations that span over am and pm timeframes</b> <b>Convert between formal units of time</b>		<b>Estimate and measure using informal and formal units</b> <b>LEADING INTO MULTIPLICATION</b>
<b>Term 3</b>	<b>MULTIPLICATION</b> 4 weeks				<b>DIVISION</b> 4 weeks				<b>LOCATION</b> 1 week	<b>GRAPHING</b> 1 week
Spaced retrieval	<a href="#">5-minute fluency daily</a> Number talks <a href="#">Addition</a> & <a href="#">Subtraction</a> post-test gaps <a href="#">Fractions</a> warm-ups (Unit 3 & 4) <a href="#">Length/mass/capacity/temp estimation with decimals</a>									
Main lesson sequence	<b>Doubling and Tens applied to larger numbers</b> <a href="#">Multiply Unit 2</a> <b>Multiplicative Thinking</b> <a href="#">Unit 5</a>	<b>Multiples of 3 Family and x7</b> <a href="#">Multiply Unit 4</a> <b>Applying Multiplicative Thinking</b> <a href="#">Unit 5</a>	<b>Applying Multiplicative Thinking</b> <a href="#">Multiplication Unit 5</a>	<b>Power of 10, Estimation and Area Model</b> <a href="#">Multiplication Unit 6</a>	<b>Halving Family and Tens Strategies applied to larger numbers</b> <a href="#">Division Unit 3</a>	<b>Use Known or Near Multiplication Facts – Division Fact Families</b> <a href="#">Division Unit 4</a>	<b>Applying Strategies to Solve Division Problems</b> <a href="#">Division Unit 5</a>	<b>Divisibility Patterns</b> <a href="#">Division Unit 6</a> <b>Estimation and Reverse Area Model</b> <a href="#">Division Unit 7</a>	<b>Grid reference systems to locate and describe position and pathways</b>	<b>Acquire data based for a purpose</b> <b>Graph and analyse data and variations</b>
<b>Term 4</b>	<b>FRACTIONS</b> 4 weeks				<b>PROBABILITY &amp; STATISTICS</b>		<b>ANGLES</b>	<b>PATTERNS</b>	<b>SHAPE &amp; SYMMETRY</b>	
Spaced retrieval	<a href="#">5-minute fluency daily</a>	Warm-ups to target <a href="#">Multiplication</a> and <a href="#">Division</a> post-test gaps			<a href="#">Multiplication daily practice</a> warm-ups			All operations <a href="#">Number Talks</a>		
Main lesson sequence	<b>Equivalence</b> <a href="#">Fractions Unit 3</a>	<b>Equivalence</b> <a href="#">Fractions Unit 3</a>	<b>Improper and Mixed Fractions</b> <a href="#">Unit 4</a>	<b>Mixed Unit 4</b> <b>or Front-load</b> <a href="#">Fractions Unit 5</a>	<b>Order possible outcomes by likelihood</b> <b>Independent v. dependent events</b> <b>Graph and analyse results</b> <b>LINK TO FRACTIONS</b>		<b>Naming angle types</b> <b>LINK TO FRACTIONS</b>	<b>Balance + - problems</b> <a href="#">Patterns Unit for 3/4</a>	<b>Explain and compare 2D and 3D shapes</b> <b>Composite shapes</b> <b>Line and rotational symmetry</b> <b>STEM Construction</b>	

# Australian Curriculum Version 9 – Year 5 Recommended Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>PLACE VALUE, FRACTIONS, DECIMALS, FACTORS AND DIVISIBILITY</b> 8 weeks								LENGTH MASS & CAPACITY	
Spaced retrieval	<a href="#">5-minute fluency daily routine</a> <a href="#">Addition &amp; Subtraction Number Talks</a> <a href="#">Daily pause to calculate duration or time till an event</a> <a href="#">Multiplication daily practice</a> warm-ups									
Main lesson sequence	<a href="#">Bookwork expectations</a> <a href="#">Constructing &amp; recording</a> <a href="#">Year 5 A</a> <a href="#">Place Value</a>	<a href="#">Rounding &amp; Number Lines</a> <a href="#">Parkour with Number Lines</a> <a href="#">Year 5 B</a>	<a href="#">Place Value Softball Revision</a> <i>Extension: Softball decimal version</i> <a href="#">Renaming and Bridging</a> <a href="#">Year 5 C</a>	<a href="#">Factors Multiply Unit 8</a> <a href="#">Lessons 2 &amp; 3</a> <a href="#">Divisibility Division Unit 6</a>	<a href="#">Share \$1 investigation &amp; Constructing a fraction wall</a> <a href="#">Fractions Unit 7</a> <a href="#">Lessons 3-5</a>	<a href="#">Revise equivalence Fractions Unit 3</a> <a href="#">Revise improper Fractions Unit 4</a>	<a href="#">Decimals beyond hundredths Year 5 Decimals Unit</a>	<a href="#">Decimals beyond hundredths Year 5 Decimals Unit</a>	<b>Estimate in metric units</b> <b>Choosing appropriate metric units and recording partial units</b> <b>APPLYING DECIMALS</b>	
<b>Term 2</b>	<b>ADDITION</b> 3 weeks			<b>SUBTRACTION</b> 3 weeks			<b>FRACTIONS</b> 2 weeks			<b>TIME</b>
Spaced retrieval	<a href="#">5-minute fluency daily routine</a> <a href="#">Daily length estimation challenge using objects</a> <a href="#">Warm-ups relating to Place Value post-test gaps</a> <a href="#">Multiplication Number Talks</a>									
Main lesson sequence	<a href="#">Revise Switch Add Unit 6</a> <a href="#">Estimate &amp; All Mental Strategies</a> <a href="#">Add Unit 7</a>	<a href="#">All Strategies, Estimation &amp; Algorithm</a> <a href="#">Add Unit 7</a>	<a href="#">Financial Transactions Estimation (solve as well for extension)</a> <a href="#">Add Unit 8</a>	<a href="#">Revise Jump the Difference Subtraction Unit 4</a> <a href="#">Revise Transformation Unit 5</a>	<a href="#">All Mental Strategies and Estimation Subtraction Unit 6</a>	<a href="#">The Algorithm Subtraction Unit 6</a> <a href="#">Financial transactions estimation Unit 7</a>	<a href="#">Revise equivalence Fractions Unit 3</a> <a href="#">Add and Subtract Fractions Unit 6</a>	<a href="#">Add and Subtract Fractions</a> <a href="#">Fractions Unit 6</a>	<a href="#">Solve problems involving 12- and 24-hour time systems</a>	<b>Efficient perimeter strategies</b> <b>Square metres</b> <b>LEADING INTO MULTIPLICATION</b>
<b>Term 3</b>	<b>MULTIPLICATION</b> 4 weeks				<b>DIVISION</b> 4 weeks				<b>LOCATION</b> 1 week	<b>GRAPHING</b> 1 week
Spaced retrieval	<a href="#">5-minute fluency</a> <a href="#">Fractions warm-ups (Unit 2 and Unit 3)</a> <a href="#">Warm-ups &amp; number talks for Addition &amp; Subtraction post-test gaps</a> <a href="#">Length/mass/capacity/temperature estimation with decimal results</a>									
Main lesson sequence	<a href="#">Applying Multiplicative Thinking Unit 5</a>	<a href="#">Power of 10, Estimation and the Area Model</a> <a href="#">Multiplication Unit 6</a>	<a href="#">Estimation, Lattice and Vertical Algorithm</a> <a href="#">Multiplication Unit 7</a>	<a href="#">Lattice Multiplication Unit 7</a> <a href="#">Factor strategy Unit 8</a>	<a href="#">Division Fact Families</a> <a href="#">Division Unit 4</a> <a href="#">Division Problems</a> <a href="#">Division Unit 5</a>	<a href="#">Divisibility patterns</a> <a href="#">Division Unit 6</a>	<a href="#">Estimation and Reverse Area Model</a> <a href="#">Division Unit 7</a>	<a href="#">Estimation, Short Division and Remainders in All Forms</a> <a href="#">Unit 8</a>	<a href="#">Grid coordinates</a> <a href="#">Describe movement</a> <a href="#">First quad Cartesian</a>	<b>Software</b> <b>Line graphs for change over time</b> <b>Communicate findings</b>
<b>Term 4</b>	<b>FRACTIONS</b> 4 weeks				<b>PROBABILITY &amp; GRAPHING</b>		<b>ANGLES</b>	<b>PATTERNS</b>	<b>SHAPE &amp; TRANSFORMATIONS</b>	
Spaced retrieval	<a href="#">5-minute fluency</a> <a href="#">Warm-ups to target Multiplication and Division post-test gaps</a> <a href="#">Multiplication practice</a> <a href="#">All operations Number Talks</a>									
Main lesson sequence	<a href="#">Compare and order with reasoning</a> <a href="#">Fractions Unit 5</a>	<a href="#">Compare and order with reasoning</a> <a href="#">Fractions Unit 5</a>	<a href="#">Equivalence to Decimals and Percentages</a> <a href="#">Fractions Unit 7</a>	<a href="#">Equivalence to Decimals and Percentages</a> <a href="#">Fractions Unit 7</a>	<a href="#">List possible outcomes and estimate likelihoods</a> <b>LINK TO FRACTIONS</b>  <a href="#">Revisit graphing based on a problem to solve</a>		<a href="#">Estimate, construct and measure in degrees</a> <b>LINK TO FRACTIONS</b>	<a href="#">Unknown values within x ÷</a> <a href="#">Patterns Unit for 5/6</a>	<a href="#">Design and construct nets</a> <a href="#">Translate, reflect and rotate, symmetries</a>	

# Australian Curriculum Version 9 – Year 5/6 Recommended Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>PLACE VALUE, FRACTIONS, DECIMALS, FACTORS AND DIVISIBILITY</b> 8 weeks						<b>LENGTH, MASS &amp; CAPACITY</b>			
Spaced retrieval	<b>5-minute fluency daily routine</b> Addition & Subtraction <a href="#">Number Talks</a> Daily pause to calculate duration or time till an event <a href="#">Multiplication daily practice</a> warm-ups									
Main lesson sequence	<a href="#">Bookwork expectations</a>  <a href="#">Constructing &amp; recording</a> <a href="#">Year 5 A</a> <a href="#">Place Value</a>	<a href="#">Rounding</a> <a href="#">Parkour with</a> <a href="#">Number Lines</a> <a href="#">Year 5 B</a>	<a href="#">Renaming</a> <a href="#">Year 5 C</a> <a href="#">Place Value</a>  <a href="#">Cash renaming</a> <a href="#">Place Value</a> <a href="#">Revision</a> <a href="#">Year 6 A</a> <a href="#">Place Value</a>	<a href="#">Real-life</a> <a href="#">Integers</a> <a href="#">Year 6 B</a> <a href="#">Place Value</a>	<a href="#">Prime,</a> <a href="#">composite,</a> <a href="#">square and</a> <a href="#">triangular</a> <a href="#">numbers</a> <a href="#">Year 6 C</a> <a href="#">Place Value</a>	<a href="#">Share \$1</a> <a href="#">investigation</a> <a href="#">and</a> <a href="#">Construct a</a> <a href="#">fraction wall</a> <a href="#">Fractions</a> <a href="#">Unit 7</a> <a href="#">Lessons 3-5</a>	<a href="#">Decimals</a> <a href="#">beyond</a> <a href="#">hundredths</a> <a href="#">Year 5</a> <a href="#">Decimals</a> <a href="#">Unit</a>	<a href="#">In-depth</a> <a href="#">decimals</a> <a href="#">before the</a> <a href="#">operations</a> <a href="#">Year 6</a> <a href="#">Decimals</a> <a href="#">Unit</a> <a href="#">Softball decimal version</a>	<a href="#">Estimate,</a> <a href="#">measure and</a> <a href="#">convert between metric</a> <a href="#">units</a>  <a href="#">Choosing appropriate</a> <a href="#">metric units and recording</a> <a href="#">partial units</a>	APPLYING DECIMALS
<b>Term 2</b>	<b>ADDITION</b> 3 weeks		<b>SUBTRACTION</b> 3 weeks			<b>FRACTIONS</b> 2 weeks			<b>TIME</b>	<b>AREA</b>
Spaced retrieval	<b>5-minute fluency daily routine</b> Daily length estimation challenge using objects Warm-ups relating to <a href="#">Place Value</a> post-test gaps Multiplication <a href="#">Number Talks</a>									
Main lesson sequence	<a href="#">Revise</a> <a href="#">Switch</a> <a href="#">Add Unit 6</a> <a href="#">Estimate &amp;</a> <a href="#">All Mental</a> <a href="#">Strategies</a> <a href="#">Add Unit 7</a>	<a href="#">All Strategies</a> <a href="#">&amp; Algorithm</a> <a href="#">Addition</a> <a href="#">Unit 7</a>	<a href="#">Add Decimals,</a> <a href="#">mainly as</a> <a href="#">money</a> <a href="#">Addition</a> <a href="#">Unit 8</a>	<a href="#">Revise</a> <a href="#">Jump</a> <a href="#">the Difference</a> <a href="#">Subtraction</a> <a href="#">Unit 4</a> <a href="#">Transformation</a> <a href="#">Unit 5</a>	<a href="#">All Mental</a> <a href="#">Strategies,</a> <a href="#">Estimation &amp;</a> <a href="#">the Algorithm</a> <a href="#">Subtraction</a> <a href="#">Unit 6</a>	<a href="#">Subtract</a> <a href="#">Decimals,</a> <a href="#">mainly as</a> <a href="#">money</a> <a href="#">Subtraction</a> <a href="#">Unit 7</a>	<a href="#">Revise</a> <a href="#">equivalence</a> <a href="#">Fractions</a> <a href="#">Unit 3</a> <a href="#">THEN</a> <a href="#">Fractions</a> <a href="#">Unit 6</a>	<a href="#">Add and</a> <a href="#">Subtract</a> <a href="#">Fractions</a> <a href="#">Fractions</a> <a href="#">Unit 6</a>	<a href="#">12- and 24-</a> <a href="#">time</a> <a href="#">problems</a> <a href="#">Elapsed</a> <a href="#">time and</a> <a href="#">timetables</a>	<a href="#">Yr5: Efficient</a> <a href="#">perimeter</a> <a href="#">strategies</a> <a href="#">Yr6:</a> <a href="#">Understand the</a> <a href="#">formula for</a> <a href="#">area of a</a> <a href="#">rectangle</a>
<b>Term 3</b>	<b>MULTIPLICATION</b> 4 weeks				<b>DIVISION</b> 4 weeks				<b>LOCATION</b>	<b>GRAPHING</b>
Spaced retrieval	<b>5-minute fluency</b> Warm-ups & number talks for <a href="#">Addition &amp; Subtraction</a> post-test gaps Fractions warm-ups ( <a href="#">Unit 2</a> and <a href="#">Unit 3</a> ) Length/mass/capacity/temperature estimation with decimal results									
Main lesson sequence	<a href="#">Applying</a> <a href="#">Multiplicative</a> <a href="#">Thinking</a> <a href="#">Unit 5</a> <a href="#">Daily</a> <a href="#">practice</a>	<a href="#">Estimation,</a> <a href="#">Lattice and</a> <a href="#">Vertical</a> <a href="#">Algorithm</a> <a href="#">Multiplication</a> <a href="#">Unit 7</a>	<a href="#">Lattice repeat</a> <a href="#">Multiplication</a> <a href="#">Unit 7</a> <a href="#">Factor strategy</a> <a href="#">Multiplication</a> <a href="#">Unit 8</a>	<a href="#">Multiply and</a> <a href="#">divide</a> <a href="#">decimals by</a> <a href="#">power of 10</a> <a href="#">and extension</a> <a href="#">Multiply</a> <a href="#">Unit 9</a>	<a href="#">Daily practice</a> <a href="#">options</a>  <a href="#">Division</a> <a href="#">problems</a> <a href="#">Division</a> <a href="#">Unit 5</a>	<a href="#">Divisibility</a> <a href="#">Divide</a> <a href="#">Unit 6</a>	<a href="#">Estimate and</a> <a href="#">the Reverse</a> <a href="#">Area Model</a> <a href="#">Divide</a> <a href="#">Unit 7</a>	<a href="#">Estimation,</a> <a href="#">Short</a> <a href="#">Division and</a> <a href="#">Remainders</a> <a href="#">in All Forms</a> <a href="#">Divide</a> <a href="#">Unit 8</a>	<a href="#">Yr5: First</a> <a href="#">quadrant and</a> <a href="#">coordinates</a> <a href="#">Yr 6: All</a> <a href="#">quadrants</a> <a href="#">Cartesian</a>	<a href="#">Software</a> <a href="#">Line graphs</a> <a href="#">for change</a> <a href="#">over time</a> <a href="#">Communicate</a> <a href="#">findings</a>
<b>Term 4</b>	<b>FRACTIONS</b> 4 weeks				<b>PROBABILITY &amp; GRAPHING</b>		<b>ANGLES</b>	<b>PATTERNS</b>	<b>SHAPE</b>	<b>TRANSFORMATIONS</b>
Spaced retrieval	<b>5-minute fluency</b> Warm-ups to target <a href="#">Multiplication</a> and <a href="#">Division</a> post-test gaps <a href="#">Multiplication practice</a> All operations <a href="#">Number Talks</a>									
Main lesson sequence	<a href="#">Compare and</a> <a href="#">order with</a> <a href="#">reasoning</a> <a href="#">Fractions</a> <a href="#">Unit 5</a>	<a href="#">Compare and</a> <a href="#">order with</a> <a href="#">reasoning</a> <a href="#">Fractions</a> <a href="#">Unit 5</a>	<a href="#">Equivalence to</a> <a href="#">Decimals and</a> <a href="#">Percentages</a> <a href="#">Fractions</a> <a href="#">Unit 7</a>	<a href="#">Fractions of a</a> <a href="#">quantity,</a> <a href="#">% discounts and</a> <a href="#">increases</a> <a href="#">Fractions</a> <a href="#">Unit 8</a>	<a href="#">Yr5: Possible outcomes and</a> <a href="#">likelihood</a>  <a href="#">Yr6: Probabilities with % from</a> <a href="#">experiments &amp; tech simulations</a> <a href="#">Compare mode and range, make</a> <a href="#">statistically informed arguments</a>	<a href="#">Yr5: Estimate</a> <a href="#">and measure</a>  <a href="#">Yr6:</a> <a href="#">Relationships</a> <a href="#">between angles,</a> <a href="#">unknown angles</a>	<a href="#">Unknown</a> <a href="#">Solving patterns</a> <a href="#">created by peers</a> <a href="#">(input/output and</a> <a href="#">growing)</a> <a href="#">Patterns</a> <a href="#">Unit</a> <a href="#">for 5/6</a>	<a href="#">Yr5: Nets</a> <a href="#">Yr6: Cross-</a> <a href="#">sections of</a> <a href="#">objects</a>	<a href="#">Yr5: Translate,</a> <a href="#">reflect, rotate</a>  <a href="#">Yr6: Tessellations</a> <a href="#">Link to Cartesian</a> <a href="#">Plane to keep</a> <a href="#">engaged for high</a> <a href="#">school</a>	

# Australian Curriculum Version 9 – Year 6 Recommended Sequence

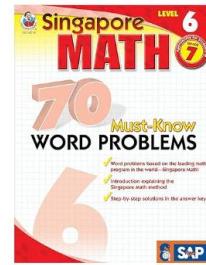
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>PLACE VALUE, FRACTIONS, DECIMALS, FACTORS AND DIVISIBILITY</b> 8 weeks						<b>LENGTH, MASS &amp; CAPACITY</b>			
Spaced retrieval	<b>5-minute fluency daily routine</b> Addition & Subtraction <a href="#">Number Talks</a> Daily pause to calculate duration or time till an event <a href="#">Multiplication daily practice</a> warm-ups									
Main lesson sequence	<a href="#">Bookwork expectations</a>  <a href="#">Rounding Revision</a> <a href="#">Parkour</a> <a href="#">Year 5 B</a>	<a href="#">Place Value Revision</a> <a href="#">Year 6 A</a> <a href="#">Place Value</a>  <a href="#">OR for higher cohorts</a> <a href="#">Year 6 E</a> <a href="#">Extension</a>	<a href="#">Real-life Integers</a> <a href="#">Year 6 B</a> <a href="#">Place Value</a>	<a href="#">Prime, composite, square and triangular numbers</a> <a href="#">Year 6 C</a> <a href="#">Place Value</a>	<a href="#">Share \$1 investigation &amp; Constructing a fraction wall</a> <a href="#">Fractions</a> <a href="#">Unit 7</a> <a href="#">Lessons 3-5</a>	<a href="#">Revise equivalence</a> <a href="#">Fractions</a> <a href="#">Unit 3</a> <a href="#">Revise comparing</a> <a href="#">Fractions</a> <a href="#">Unit 5</a>	<a href="#">Front-loading decimals before the operations</a> <a href="#">Year 6 Decimals</a> <a href="#">Unit</a>	<a href="#">Front-loading decimals before the operations</a> <a href="#">Year 6 Decimals</a> <a href="#">Unit</a>	<a href="#">Estimate in metric units</a>  <a href="#">Convert between metric units</a>  <b>APPLYING DECIMALS</b>	
<b>Term 2</b>	<b>ADDITION</b> 3 weeks			<b>SUBTRACTION</b> 3 weeks			<b>FRACTIONS</b> 2 weeks		<b>TIME</b>	<b>AREA</b>
Spaced retrieval	<b>5-minute fluency daily routine</b> Daily length estimation challenge using objects Warm-ups relating to <a href="#">Place Value</a> post-test gaps <a href="#">Multiplication</a> <a href="#">Number Talks</a>									
Main lesson sequence	<a href="#">Revise Switch</a> <a href="#">Add Unit 6</a>  <a href="#">Estimate &amp; All Mental Strategies</a> <a href="#">Add Unit 7</a>	<a href="#">All Strategies &amp; Algorithm</a> <a href="#">Addition</a> <a href="#">Unit 7</a>	<a href="#">Add Decimals, mainly as money</a> <a href="#">Addition</a> <a href="#">Unit 8</a>	<a href="#">Revise Jump the Difference</a> <a href="#">Subtraction</a> <a href="#">Unit 4</a> <a href="#">Revise Transformation</a> <a href="#">Subtraction</a> <a href="#">Unit 5</a>	<a href="#">All Mental Strategies, Estimation &amp; the Algorithm</a> <a href="#">Subtraction</a> <a href="#">Unit 6</a>	<a href="#">Subtract Decimals, mainly as money</a> <a href="#">Subtraction</a> <a href="#">Unit 7</a>	<a href="#">Revise equivalence</a> <a href="#">Fractions</a> <a href="#">Unit 3</a> <a href="#">Add / Subtract</a> <a href="#">Fractions</a> <a href="#">Unit 6</a>	<a href="#">Add and Subtract Fractions</a> <a href="#">Fractions</a> <a href="#">Unit 6</a>	<a href="#">Elapsed time and timetables</a> <a href="#">Duration of events and journeys</a> <a href="#">Itineraries</a>	<a href="#">Constructing and understanding the formula for the area of a rectangle</a>  <b>LEADING INTO MULTIPLICATION</b>
<b>Term 3</b>	<b>MULTIPLICATION</b> 4 weeks				<b>DIVISION</b> 4 weeks				<b>LOCATION</b> 1 week	<b>GRAPHING</b> 1 week
Spaced retrieval	<b>5-minute fluency</b> Warm-ups & number talks for <a href="#">Addition</a> & <a href="#">Subtraction</a> post-test gaps  <a href="#">Fractions warm-ups (Unit 2 and Unit 3)</a> Length/mass/capacity/temperature estimation with decimal results									
Main lesson sequence	<a href="#">Daily practice options</a>  <a href="#">Area Model</a> <a href="#">Multiply</a> <a href="#">Unit 6</a>	<a href="#">Estimation, Lattice and Vertical Algorithm</a> <a href="#">Multiplication</a> <a href="#">Unit 7</a>	<a href="#">Lattice repeat</a> <a href="#">Multiplication</a> <a href="#">Unit 7</a> <a href="#">Factor strategy</a> <a href="#">Multiplication</a> <a href="#">Unit 8</a>	<a href="#">Multiply decimals by power of 10 and extension</a> <a href="#">Multiplication</a> <a href="#">Unit 9</a>	<a href="#">Daily practice options</a>  <a href="#">Division problems</a> <a href="#">Division Unit 5</a>	<a href="#">Divisibility</a> <a href="#">Divide Unit 6</a>  <a href="#">Estimate and Reverse Area</a> <a href="#">Division Unit 5</a>	<a href="#">Estimation, Short Division and Remainders in All Forms</a> <a href="#">Divide Unit 7</a>  <a href="#">Divide Unit 8</a>	<a href="#">Divide decimals by power of 10 and extension</a> <a href="#">Divide Unit 9</a>	<a href="#">All 4 Quadrants of Cartesian Plane</a> <a href="#">Applying Integers</a>	<a href="#">Software Line graphs for change over time</a> <a href="#">Communicate findings</a>
<b>Term 4</b>	<b>FRACTIONS</b> 4 weeks				<b>PROBABILITY &amp; GRAPHING</b>		<b>ANGLES</b>	<b>PATTERNS</b>	<b>SHAPE</b>	<b>TRANSFORMATIONS</b>
Spaced retrieval	<b>5-minute fluency</b> Warm-ups to target <a href="#">Multiplication</a> and <a href="#">Division</a> post-test gaps <a href="#">Multiplication practice</a> All operations <a href="#">Number Talks</a>									
Main lesson sequence	<a href="#">Compare and order with reasoning</a> <a href="#">Fractions</a> <a href="#">Unit 5</a>	<a href="#">Equivalence to Decimals and Percentages</a> <a href="#">Fractions</a> <a href="#">Unit 7</a>	<a href="#">Fractions of a quantity, % discounts and increases</a> <a href="#">Fractions Unit 8</a>	<a href="#">Extension only x and + fractions</a> <a href="#">Fractions</a> <a href="#">Unit 9</a> <a href="#">Fractions</a> <a href="#">Unit 10</a>	<a href="#">Probabilities with percentages from experiments and tech simulations</a> <a href="#">Use graphing software</a> <a href="#">Compare mode, range and shape of data distributions, make statistically informed arguments</a>	<a href="#">Relationships between angles and unknown angles</a>	<a href="#">Order of operations</a> <a href="#">Solve patterns created by peers (input/output and growing)</a> <a href="#">Patterns for 5/6</a>	<a href="#">Cross-sections of objects</a>	<a href="#">Transformations to tessellate</a> <a href="#">Linking to Cartesian Plane to keep engaged for high school preparation</a>	

## **Recommended resources for ongoing, in-class, workable extension**

### ***Overview of extension within the pack***

### ***Further extension options***

- All extending prompts within all units (the majority of lessons contain at least two extending prompts, while some include up to seven extending prompts that span to secondary level).
- *Fractions Unit 9* and *Fractions Unit 10* relating to multiplying and dividing fractions with visual models and understanding.
- *Integers (Place Value Unit 6B)* which includes extending prompts relating to Year 7 and above content.
- *Prime, composite, square, triangular numbers unit (Place Value 6C)*, which includes extending prompts relating to Year 7 and above content.
- Open middle for challenging, grit-building and easy-to-pass-across problems to solve with no explanation required:  
<https://www.openmiddle.com/>
- Infinite Pickle problems: <https://mathpickle.com/wp-content/uploads/2023/04/The-Infinite-Pickle-web-May-2023.pdf> and  
<https://mathpickle.com/organized-by-grade/>
- TedED Riddles: [https://www.youtube.com/playlist?list=PLJicmE8fK0EiFRt1Hm5a\\_7SJFaikIFW30](https://www.youtube.com/playlist?list=PLJicmE8fK0EiFRt1Hm5a_7SJFaikIFW30)
- NRICH problems to solve: <https://nrich.maths.org/>



- Singapore Maths worded problems books: