Please enlarge the following pages to A3 size, as each document is designed to provide a single-page view of the year for each level.

Hyperlinks to the units are included.

Number **Algebra** **Measurement** **Space** **Statistics**

Rationales

This is a recommended sequence only – schools can use this as a base document to start a conversation with teams. However, we suggest deciding on a yearly sequence that provides for substantial blocks of teaching, followed by spaced retrieval using engaging warm-up games, pre-warm-up counting and skip-counting songs, daily and weekly maths chats strategically recommended for each term and dot/number talks (not daily review PowerPoints), to ensure:

1. Teachers have time to assess, 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. **There must be time for substantial learning following the pre-test, and spaced retrieval rationales do not hold until the content has been properly and thoroughly embedded in long-term memory in the first place to enable it to be retrieved.** For example, within a typical Year 1 addition unit, the focus should be one more, counting on, partitioning and 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, and our numeracy coaches have observed this in-person and researched this approach with schools in Singapore in the process of developing this sequence.
2. Teachers can assess students 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 a mere 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) in the rushed Term 1 'coverage' of the content. During longer units, teachers can identify gaps, then have time to work on these intensively with students. Coverage does not equal mastery.
3. By deciding on the sequence at the start of the year, teams can spend their planning time throughout the year implementing the '*how* are we going to teach,' as opposed to the '*what* are we going to teach.'
4. Teams can be confident that all parts of the curriculum are allocated a fair amount of time, relative to the number of skills and big ideas that fall within each concept's overarching domain, and that there is assessment for each strand (colour-coded above), prior to each reporting period. In the early years, the ideal allocation for number units is 70-80% of the year.

Critical note: Warm-ups can be used for spaced retrieval and further consolidation, particularly for the challenging concepts. Specific focuses are recommended in the warm-ups row (below the main concept row for each term).

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

Note: Problem-solving and real-life applied mathematics are integrated into units. Concepts can be relocated to best fit with integrated units/inquiry topics throughout the year, if these meaningfully lend to any concepts.

Note: Ongoing warm-ups and 11-week terms allow time for revision of needs-based gaps, particularly gaps evident in post-assessments.

Reception Suggested Sequence – South Australia

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	**PLACE VALUE**							**LOCATION** 1.5 weeks	**GRAPHING** 1.5 weeks	
	WARM-UPS: Counting forwards and backwards pre-warm-up songs throughout the term Place Value Unit 1 Start counting how many days we have been at school (popsicle sticks, ten frames, 120 chart) *Send home Ninja Sliders at the same time as home readers with the parent note – bedtime maths!*									
	15 MINUTE TASKS (4 X 15 MINUTES = 1 HOUR OF DAILY MATHS IN SHORT BURSTS): Weeks 1-5: Patterns with objects Patterns Unit 1 Weeks 1-5: Count to 3, then 6 Place Value Unit 2 Weeks 1-5: Subitise Place Value Unit 5 Weeks 1-5: Digit roads (daily warm-down, fine motor Friday) Unit 4					Count to 10 Place Value Unit 3	Compare numbers Place Value Unit 7	Positional language	yes/no/2-outcome questions Collect, sort and compare data using objects	
Term 2	**ADDITION**						**SHAPE** 2 weeks		**TIME** 2 weeks	
	WARM-UPS: Counting forwards and backwards pre-warm-up songs all term (Place Value Unit 1) Subitising warm-ups all term (Units 5 & 6) Digit roads Positional language warm-ups Categorising challenges (patterns) warm-ups									
	Subitise Place Value Unit 5 Place Value Unit 6	Real-life addition Addition Unit 1	Real-life addition Addition Unit 1	One more Add Unit 2 Count on Add Unit 3	Partition Addition Unit 4	Partition Addition Unit 4	2D and 3D shapes (sort, name and create), connecting to real-life objects		Sequencing days of week and times of day, long v. short durations, water/sand timers	
Term 3	**PLACE VALUE**			**SUBTRACTION**					**LENGTH, HEIGHT, WIDTH**	
	WARM-UPS: Time morning routine on what day is it tomorrow, what day was it yesterday, months and seasons songs (no analogue time) Morning counting routines (days at school, students present) Songs to 120 Place Value Unit 11, skip-counting songs by 10, 5, 2 Patterns Unit 2 Ongoing partitioning (Addition Unit 4) ninja slider challenge, warm-ups Estimation cups Place Value Unit 14 Shape vocabulary around classroom and school									
	Subitise PV Unit 6 Partition Addition Unit 4	Subitise PV Unit 6 Partition Addition Unit 4	Count to 10 Unit 3 and beyond: Unit 11	Physical take away Subtraction Unit 1	Physical take away Unit 1	One Less Subtraction Unit 2	Count back Subtraction Unit 3	Count back Subtraction Unit 3	Direct comparison and developing precise vocabulary (longer, shorter, taller, wider)	
Term 4	**ADDITION**		**DIVISION**		**MONEY**		**PATTERNS**	**MASS AND CAPACITY**		**ORDINAL NUMBER OLYMPICS**
	WARM-UPS: Start a classroom money system – earn for jobs, fines Ninja slider challenge Time morning routines on days of the week, months, seasons Counting songs to 120 (Place Value Unit 11) Skip-counting songs to front-load year 1 content by 10, 5 and 2 (Patterns Unit 2)									
	One more One less +2/-2 Place Value Unit 8	Count on Addition Unit 3	Share between two Division Unit 1	Create equal shares Division Unit 2	Coin and note values Money Unit 1	Class shops to revise +, - and ÷ using mostly dollar coins Money Unit 1	Patterns (use coins, front-load skip-counts by 10, 5, 2) Patterns Unit 1	Mass: Hefting to compare, heavier, lighter	Capacity: Pouring to compare, full, empty, half, holds more, holds less	Ordinal numbers Place Value Unit 10

Year 1 Suggested Sequence – South Australia

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	**PLACE VALUE**							**LENGTH** 3 weeks		
	Warm-ups focused on subitising (Place Value Unit 6) and partitioning 3 to 9 (Ninja Sliders ongoing routine) Daily class calendar chat									
	Subitise Place Value Unit 6	Compare, +1/-1 Unit 7 & Unit 8	Two-digit numbers Unit 12	Two-digit numbers Unit 12	Two-digit numbers Unit 12	Two-digit numbers Unit 12	Teens Place Value Unit 13	Informal units to measure and compare length		
Term 2	**ADDITION**				**MONEY**	**SUBTRACTION**			**TIME** 2 weeks	
	Warm-ups focused on partitioning (Addition Unit 4) and 10 facts (Addition Unit 5 fluency games) Front-load language of location (positional language, weekly chat about a map of a familiar area)									
	Count on Addition Unit 3	Partition Addition Unit 4	Partition Add Unit 4 10 Facts Addition Unit 5	10 Facts Addition Unit 5 until fluent	Calculate totals Money Unit 2	Physical take away Subtraction Unit 1	One less, two less Subtraction Unit 2	Count back Subtract Unit 3	Describe duration in formal units (years, months, weeks, days, hours), introduce calendars	
Term 3	**SKIP-COUNTING** 3 weeks			**LOCATION** 2 weeks		**ADDITION & SUBTRACTION**			**GRAPHING** 2 weeks	
	Ongoing warm-ups relating to skip-counting by 10, 5 and 2 (Multiplication Unit 2) including daily class song Daily calendar chats Front-load shape vocabulary with weekly spot-the-shapes photographs Ninja sliders ongoing routine Missing part cards									
	Make equal groups Multiplication Unit 1	Skip-count Multiply Unit 2	Repeated addition Multiply Unit 3	Give and follow directions		Partition Addition Unit 4	Partition Addition Unit 4	Difference between Subtract Unit 4	Objects, drawings, lists, tallies, 1-to-1 graphs	
Term 4	**DIVISION**			**PLACE VALUE** Revision and going further			**SHAPE** 2 weeks		**PATTERNS**	**MASS AND CAPACITY**
	Ongoing warm-ups relating to skip-counting by 10, 5 and 2 (Multiplication Unit 2) including a daily class pre-warm-up song Daily estimation jars warm-up (Place Value Unit 14) Ninja sliders ongoing routine Missing part cards warm-downs									
	Create equal shares Division Unit 2	Create equal shares Division Unit 2	Create equal shares Division Unit 2	Basic renaming Place Value Unit 9	Teen numbers Place Value Unit 13	Round and estimate Place Value Unit 14	Compare, classify, similarities and differences		Patterns (objects, numbers) Patterns Unit 2	Informal units for mass and capacity

Year 2 Suggested Sequence – South Australia

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	**PLACE VALUE**							**LENGTH** 3 weeks		
	Warm-ups focused on partitioning (Addition Unit 4), 10 facts, doubles and skip-counting by 10, 5, 2 and 3 (Patterns 2)									
	Two-digit numbers Place Value Unit 12	**Teens** Place Value Unit 13	**Three-digit numbers** Place Value Unit 15	**Three-digit numbers** Place Value Unit 15	**Three-digit numbers** Unit 15	**Round and estimate** Unit 14	**Renaming** Place Value Unit 16	**Uniform informal units and smaller units, including fractions of units** (front-loading fractions using measurement)		
Term 2	**ADDITION AND SUBTRACTION**				**MONEY**	**TRANSFOR MATIONS**	**FRACTIONS**		**TIME** 2-3 weeks	
	Ongoing missing part cards routine			Warm-ups on 10 facts/backwards and doubles/backwards				Daily length estimation challenge		
	10 Facts Add Unit 5 Backward 10 facts Subtraction Unit 5	**Doubles** Add Unit 6 Backward doubles Subtraction Unit 6	**Near doubles** Addition Unit 7	**Build to 10** Addition Unit 8 Split strategy (Years 3-6 Addition)	**Calculate totals** Money Unit 2	**Half and quarter turns, slides and flips**	**Out of** Fractions Unit 1 **Halves** Fractions Unit 2	**Halves, quarters, eighths** Fractions Unit 2	**Analogue clocks** Start with minutes, connect to the 5s pattern and how the clock works first (not rote-based o'clock, half past, quarter past and to)	
Term 3	**MULTIPLICATION**			**LOCATION** 2 weeks		**SUBTRACTION** using addition			**GRAPHING** 2 weeks	
	Ongoing warm-ups skip-counting by 4 (double 2) and 9 (10 and 1 less) (Patterns Unit 2) Daily pauses to tell the time									
	Daily estimation warm-up (estimation jar or estimation 180) (Place Value Unit 14) Missing part cards Seasons song									
	Skip-count Multiply Unit 2 **Repeated addition** Multiply Unit 3	**Repeated Addition** Multiply Unit 3	**Array-based strategies** Multiply Unit 4	**Locate positions on maps, move along pathways by a series of directions**		**Difference between** Subtraction Unit 4	**Fact families** Subtraction Unit 7	**Fact families** Subtraction Unit 7	**Survey, sort and display as lists and tables, graph to compare and describe**	
Term 4	**DIVISION** Link to fractions for extension			**PLACE VALUE & FRACTIONS** Revision and going further			**SHAPE** 2 weeks		**PATTERNS**	**MASS AND CAPACITY**
	Daily calendar chat (days to important events) Weekly map chat about map from the local area Weekly spot-the-shapes photo									
	Equal shares in arrays Division Unit 2	**Quotition and skip-count to divide** Division 3	**Quotition and skip-count to divide** Division 3	**Round and estimate** Place Value Unit 14	**Renaming** Place Value Unit 16	**Proper fractions** Fractions Unit 3	**Classify with spatial terms (opposite, parallel, curved, straight), polygon family trees**		**Missing elements** Patterns Unit 3	**Informal units, scoops, fill with blocks, balance scales**