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 and Algebra **Measurement and 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.

Early Years (Foundation to Year 2) Suggested Sequence

	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		
	Ninja slider challenge Warm-ups on partitioning (Addition Unit 4), 10 facts, doubles skip-counting 10, 5, 2 (Patterns 2) Digit roads for reversals									
	Units based on points-of-need from Top Ten diagnostic assessments ***Early Years Place Value Units 1-16 with enabling and extending prompts*** CRITICAL TIP: Plan units that can be extended and supported together (Year 1s working on *Place Value Unit 12* for two-digit numbers, while Year 2s are using hundreds blocks on the same tasks, and Foundation students doing the same tasks but with popsicle sticks for counting)							F: Direct comparison and precise language Yr1-2: Estimate and measure in informal units		
Term 2	**ADDITION**				**MONEY**	**SUBTRACTION**			**TIME**	
	Time morning routine on what day is it tomorrow, what day was it yesterday, months and seasons songs Ongoing missing part cards routine Subitising warm-ups all term (Units 5 & 6) Daily length estimation challenge									
	Units based on points-of-need from Top Ten diagnostic assessments ***Early Years Addition Units 1-8***				Coin and note values Ways to make $1	Units based on points-of-need Top Ten diagnostic assessments ***Early Years Subtractions Units 1-7***			F: Sequencing events Yr1: Formal units (years, months) and calendars Yr1-2: Analogue time	
Term 3	**MULTIPLICATION**			**LOCATION**	**SUBTRACTION** addition fact families				**GRAPHING** 2 weeks	
	Ongoing partitioning (Addition Unit 4) ninja slider challenge, warm-ups Estimation cups Place Value Unit 14 Ongoing skip-counting (Patterns Unit 2) Daily pauses to tell the time Shape vocabulary around classroom and school Daily estimation warm-up (estimation jar or estimation 180) (Place Value Unit 14) Missing part cards Seasons song									
	Units based on points-of-need from diagnostic assessments ***Multiplication Units 1-4***			Positional language Give and follow directions	***Addition Unit 4*** for Foundation instead ***Early Years Subtraction Units 4-7*** for Year 1-2				F: Yes/no/2-outcome questions Yr1: Objects, tallies, 1-to-1 graphs Yr2: Compare and describe	
Term 4	**DIVISION**			**PLACE VALUE (YEAR 2 FRACTIONS)**			**SHAPE**		**PATTERNS**	**MASS AND CAPACITY**
	Start a classroom money system – earn for jobs, fines Daily calendar chat (days to important events) Weekly map chat about map from the local area Weekly spot-the-shapes photo									
	Units based on points-of-need Top Ten diagnostic assessments ***Division Units 1-3***			Units based on points-of-need Top Ten diagnostic assessments ***Place Value Revision Fractions for Year 2***			F: Connect to real-life objects Yr1: Similarities and differences Yr2: Spatial language (parallel, curved, straight)		***Pattern Units 1-3***	F: Direct comparison Yr1-2: Informal units