Mathematics Stage 1 – sample scope and sequence

**Connections within and across strands**

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## Tasks

Examples of tasks that illustrate connections within and across syllabus strands.

### About how many paper clips

Videos:

* About how many paperclips 1 and 2 videos

**Syllabus content areas:**

* **Length**
* **Whole numbers**
* **Addition and subtraction**
* **Patterns and algebra**

**Some of the mathematics:**

* **You can measure the edge of the paper using different sized paper clips.**
* **The paper is 6 big paper clips long.**
* **The paper is 9 small paper clips long.**
* **For each group of 2 big paper clips, there are 3 smaller paper clips.**

### **Let’s Talk**

Videos:

* [Let’s talk 4 Part 1](https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/lets-talk-4-part-1) **and** [Let’s talk 4 Part 2](https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/lets-talk-4-part-2)

**Syllabus content areas:**

* **Whole numbers**
* **Addition and subtraction**
* **Patterns and algebra**

**Some of the mathematics:**

* We can use an equal arm balance to investigate equivalence.
* **We can use what we know to work out what we don’t know yet.**
* Numbers are made up of parts, for example, 6 is 4 and 2. It is also 2 and 2 and 2.
* **Our mathematical imaginations can help us solve problems because we can visualise quantities moving.**
* **Our knowledge of place value and renaming can be used when solving problems.**

For more rich tasks which connect understanding across content areas, go to the [Task catalogue](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-1-resources/thinking-mathematically-resource)

## Possible connections across the year

To assist planning, the following activities are examples of ‘connections’ that may help students to transfer knowledge, understanding and skills between mathematical concepts.

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with: addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections within measurement and geometry

Three-dimensional space and two-dimensional space:

* Compare shapes and the faces of objects

Volume and capacity and three-dimensional space:

* Investigate and describe the volume of objects

### Example connections across strands

**Mathematics and geometry – Number and algebra:**

* Length, Whole numbers, addition and subtraction
	+ Measures, records, compares and estimates lengths and distances using uniform informal units (Length 2: also metres and centimetres) and record lengths by referring to the number and type of units used
	+ Area and whole numbers
	+ Use uniform informal units to measure and estimate areas
* Area and multiplication and division
	+ Use uniform informal units to measure area by covering the surface in rows or columns without gaps or overlaps
* Volume and capacity and whole numbers
	+ Estimate capacities by referring to the number and type of uniform informal unit used and check by measuring
* Mass, whole numbers and addition and subtraction
	+ Use uniform informal units to measure, compare and estimate the masses of objects
	+ Estimate capacities by referring to the number and type of uniform informal unit used and check by measuring
* Time and whole numbers
	+ Name and order months and seasons. Use a calendar to identify the date and determine the number of days in each month
* Time and fractions and decimals
	+ Tell time to the half-hour
	+ Experience activities with duration of one hour, half/quarter of an hour, one minute and a few seconds
	+ Estimate and measure the duration of an event using a repeated informal unit for example, number of claps
* Three-dimensional space and multiplication and division
	+ Describe, classify and manipulate three-dimensional objects
* ~~Three-dimensional space and multiplication and division~~
	+ ~~Describe, classify and manipulate three-dimensional objects~~
* Two-dimensional space and fractions and decimals
	+ Identify, describe, perform and record the result of full, half and quarter-turns
* Position and whole numbers
	+ Give and follow directions to move to familiar locations and to position objects, for example, number of steps
* Position and fractions and decimals and position
	+ Use half turns, full turns and quarter turns when giving instructions

**Number and algebra – Statistics and probability:**

* Data and whole numbers
	+ Collect data and use tally marks to assist with data collection
	+ Create data displays using objects and pictures (one-to-one correspondence) and interpret displays
* Chance and whole numbers
	+ predict and record all possible combinations in a chance situation

## Early Term 1

Table 1 Early Term 1 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbers Addition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | LengthTimeThree-dimensional space | MA1-9MGMA1-13MGMA1-14MG |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero
* Whole numbers and patterns and algebra
* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections across strands

**Mathematics and geometry – Number and algebra:**

* Length, whole numbers and addition and subtraction
	+ Measures, records, compares and estimates lengths and distances using uniform informal units (Length 2: also metres and centimetres) and record lengths by referring to the number and type of units used
* Time and whole numbers
	+ Name and order months and seasons. Use a calendar to identify the date and determine the number of days in each month
	+ Estimate and measure the duration of an event using a repeated informal unit for example, number of claps
* Time and fractions and decimals
	+ Tell time to the half-hour
	+ Experience activities with duration of one hour, half/quarter of an hour, one minute and a few seconds
* Three-dimensional space and multiplication and division
	+ Describe, classify and manipulate three-dimensional objects

## Later Term 1

Table 2 Later Term 1 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | AreaTimeTwo-dimensional space | MA1-10MGMA1-13MGMA1-15MG |
| Statistics and probability | DataChance | MA1-17SPMA1-18SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections across strands

**Measurement and geometry – Number and algebra:**

* Area and multiplication and division
	+ Use uniform informal units to measure area by covering the surface in rows or columns without gaps or overlaps
* Time and whole numbers:
	+ Name and order months and seasons
	+ Use a calendar to identify the date and determine the number of days in each month
	+ Estimate and measure the duration of an event using a repeated informal unit, for example, number of claps
* Time and fractions and decimals:
	+ Tell time to the half-hour
	+ Experience activities with duration of one hour, half/quarter of an hour, one minute and a few seconds
* Two-dimensional space and fractions and decimals
	+ Identify, describe, perform and record the result of full, half and quarter-turns

**Number and algebra – Statistics and probability:**

* Data and whole numbers
	+ Collect data and use tally marks to assist with data collection
	+ Create data displays using objects and pictures (one-to-one correspondence) and interpret displays
* Chance and whole numbers
	+ Predict and record all possible combinations in a chance situation

## Early Term 2

Table 3 Early Term 2 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | LengthVolume and capacityTimePosition | MA1-9MGMA1-11MGMA1-13MGMA1-16MG |
| Statistics and probability | Chance | MA1-18SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections between strands

**Measurement and geometry – Number and algebra:**

* Length, whole numbers and addition and subtraction
	+ Measures, records, compares and estimates lengths and distances using uniform informal units (Length 2: also metres and centimetres) and record lengths by referring to the number and type of units used
* Time and whole numbers
	+ Name and order months and seasons
	+ Use a calendar to identify the date and determine the number of days in each month
	+ Estimate and measure the duration of an event using a repeated informal unit, for example, number of claps
* Time and fractions and decimals
	+ Tell time to the half-hour
	+ Experience activities with duration of one hour, half/quarter of an hour, one minute and a few seconds

**Number and algebra – Statistics and probability:**

* Chance and whole numbers
	+ Predict and record all possible combinations in a chance situation

## Later Term 2

Table 4 Later Term 2 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | Volume and capacityMassThree-dimensional spaceTwo-dimensional space | MA1-11MGMA1-12MGMA1-14MGMA1-15MG |
| Statistics and probability | Data | MA1-17SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections within measurement and geometry

Three-dimensional space and two-dimensional space

* Compare shapes and the faces of objects

Volume and capacity and three-dimensional space

* Investigate and describe the volume of objects

### Example connections across strands

**Measurement and geometry – Number and algebra:**

* Volume and capacity and whole numbers
	+ Estimate capacities by referring to the number and type of uniform informal unit used and check by measuring
* Mass, whole numbers and addition and subtraction
	+ Use uniform informal units to measure, compare and estimate the masses of objects
* Time and whole numbers
	+ Name and order months and seasons
	+ Use a calendar to identify the date and determine the number of days in each month
	+ Estimate and measure the duration of an event using a repeated informal unit, for example, number of claps
* Three-dimensional space and multiplication and division
	+ Describe, classify and manipulate three-dimensional objects
* Two-dimensional space and fractions and decimals
	+ Identify, describe, perform and record the result of full, half and quarter-turns

**Number and algebra – Statistics and probability:**

* Data and whole numbers
	+ Collect data and use tally marks to assist with data collection
	+ Create data displays using objects and pictures (one-to-one correspondence) and interpret displays

## Early Term 3

Table 5 Early Term 3 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalspatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | LengthThree-dimensional spacePosition | MA1-9MGMA1-14MGMA1-16MG |
| Statistics and probability | Chance | MA1-18SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections across strands

**Measurement and geometry – Number and algebra:**

* Length, whole numbers and addition and subtraction
	+ Measures, records, compares and estimates lengths and distances using uniform informal units (Length 2: also metres and centimetres) and record lengths by referring to the number and type of units used
* Three-dimensional space and multiplication and division
	+ Describe, classify and manipulate three-dimensional objects
* Position and whole numbers
	+ Give and follow directions to move to familiar locations and to position objects, for example, number of steps
* Position and fractions and decimals and position
	+ Use half turns, full turns and quarter turns when giving instructions

**Number and algebra – Statistics and probability:**

* Chance and whole numbers
	+ Predict and record all possible combinations in a chance situation

## Later Term 3

Table 6 Later Term 3 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | AreaTimeTwo-dimensional space | MA1-10MGMA1-13MGMA1-15MG |
| Statistics and probability | Data | MA1-17SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections across strands

**Measurement and geometry – Number and algebra:**

* Area and whole numbers
	+ Use uniform informal units to measure and estimate areas
* Area and multiplication and division
	+ Use uniform informal units to measure area by covering the surface in rows or columns without gaps or overlaps
* Time and whole numbers
	+ Name and order months and seasons
	+ Use a calendar to identify the date and determine the number of days in each month
	+ Estimate and measure the duration of an event using a repeated informal unit, for example, number of claps
* Time and fractions and decimals
	+ Tell time to the half-hour
	+ Experience activities with duration of one hour, half/quarter of an hour, one minute and a few seconds
* Two-dimensional space and fractions and decimals
	+ Identify, describe, perform and record the result of full, half and quarter-turns

**Number and algebra – Statistics and probability:**

* Data and whole numbers
	+ Collect data and use tally marks to assist with data collection
	+ Create data displays using objects and pictures (one-to-one correspondence) and interpret displays

## Early Term 4

Table 7 Early Term 4 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | Volume and capacityMassTimePosition | MA1-9MGMA1-11MGMA1-13MGMA1-16MG |
| Statistics and probability | Chance | MA1-18SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

 Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections across strands

**Measurement and geometry – Number and algebra:**

* Volume and capacity and whole numbers
	+ Use uniform informal units to measure, compare and estimate capacities
* Mass, whole numbers and addition and subtraction
	+ Use uniform informal units to measure, compare and estimate the masses of objects
* Time and whole numbers
	+ Name and order months and seasons
	+ Use a calendar to identify the date and determine the number of days in each month
	+ Estimate and measure the duration of an event using a repeated informal unit, for example, number of claps
* Time and fractions and decimals
	+ Tell time to the half-hour
	+ Experience activities with duration of one hour, half/quarter of an hour, one minute and a few seconds
* Position and whole numbers
	+ Give and follow directions to move to familiar locations and to position objects, for example, number of steps
* Position and fractions and decimals
	+ Use half-turns, full-turns and quarter-turns when giving instructions

**Number and algebra – Statistics and probability:**

* Chance and whole numbers
	+ Predict and record all possible combinations in a chance situation

## Later Term 4

Table 8 Later Term 4 outcomes

|  |  |  |
| --- | --- | --- |
| Strand | Substrands | Outcomes |
| Number and algebra | Whole numbersAddition and subtractionMultiplication and divisionFractions and decimalsPatterns and algebra | MA1-4NAMA1-5NAMA1-6NAMA1-7NAMA1-8NA |
| Measurement and geometry | LengthThree-dimensional spaceTwo-dimensional space | MA1-9MGMA1-14MGMA1-15MG |
| Statistics and probability | Data | MA1-17SP |

### Example connections within Number and algebra

Whole numbers and addition and subtraction:

* Model counting with concrete materials to link with addition and subtraction
* Describe the number before as 'one less than' and the number after as 'one more than' a given number

Whole numbers and multiplication and division:

* Count by twos, fives and tens using rhythmic counting and skip counting from zero

Whole numbers and patterns and algebra:

* Count forwards and backwards by twos, threes, fives and tens from any starting point

Addition and subtraction and multiplication and division:

* Model and use repeated addition as a strategy for multiplication

Addition and subtraction and patterns and algebra:

* Complete number sentences involving addition and subtraction by calculating missing numbers
* Recognise and recall combinations of numbers that add to numbers up to 20
* Recognise, copy, continue, create and describe increasing and decreasing number patterns

Multiplication and division and fractions and decimals:

* Recognise, describe and represent one-half as one of two equal parts of a whole
* Model division by sharing a collection equally into a given number of groups and by sharing equally into a given number of rows or columns in an array

Multiplication and division and patterns and algebra:

* Recognise, copy, continue, create and describe increasing and decreasing number patterns

### Example connections within measurement and geometry

Three-dimensional space and two-dimensional space:

* Compare shapes and the faces of objects

### Example connections across strands

**Measurement and geometry – Number and algebra:**

* Length, whole numbers and addition and subtraction
	+ Measures, records, compares and estimates lengths and distances using uniform informal units (Length 2: also metres and centimetres) and record lengths by referring to the number and type of units used
* Three-dimensional space and multiplication and division
	+ Describe, classify and manipulate three-dimensional objects

**Number and algebra – Statistics and probability:**

* Data and whole numbers
	+ Collect data and use tally marks to assist with data collection
	+ Create data displays using objects and pictures (one-to-one correspondence) and interpret displays