



## STAGE 3

By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.

Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments.

*From NSW mathematics syllabus*

## Overview

This scope and sequence has been developed to promote the **connectedness of mathematics as a whole subject**. Unit duration is up to the professional judgement of each teacher.

**The focus of each unit is the Number and Algebra concept** with the Measurement and Geometry and Statistics and probability integrated/connected into the Number and Algebra focus.

**Connections highlighted in yellow** are suggestions. Connections can also be made by simply following the sequence of the unit, starting with the Number and Algebra concept/s.

**Working mathematically should be imbedded** into all maths lesson/activities. Consider opened ended/inquiry based learning tasks when programming.

Mathematics should account for **40%** of your weekly teaching time

## Assessment

Ongoing assessment will be necessary to **plot students on the Numeracy continuum** using a data wall in your classroom (Formative). Students will need to self-assess to track their progress.

End of semester assessment tasks to be created in a NAPLAN style format to assist with CTJ.



Unit Registration	Outcomes	Number & Algebra key ideas	<b>Measurement &amp; Geometry</b> <b>Statistics &amp; Probability</b> <b>Number &amp; Algebra</b> <b>Other KLA</b> <i>Concept/s that connect to number/algebra concept</i>	Assessment strategy used
1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Patterns and algebra</b> MA3-8NA A student analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane.	<ul style="list-style-type: none"> <li>* Read, write and order numbers of any size</li> <li>* State the place value of digits in numbers of any size</li> <li>* Record numbers of any size using expanded notation</li> </ul> <p>Connection with making patterns of whole numbers up to 6 digits</p>	<ul style="list-style-type: none"> <li>* Identify, continue, create and describe increasing and decreasing number patterns with whole numbers, fractions and decimals</li> <li>* Select and apply efficient mental, written and calculator strategies for addition and subtraction involving numbers to at least six digit numbers</li> </ul>	
2	<b>Addition and Subtraction (Incl. money)</b> MA3-5NA A student selects and applies appropriate strategies for addition and subtraction with counting numbers of any size <b>Length</b> MA3-9MG A student selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length.	<ul style="list-style-type: none"> <li>* Select and apply efficient mental, written and calculator strategies for addition and subtraction involving numbers to at least six digit numbers</li> <li>* Solve word problems and record the strategy used, including problems involving money</li> <li>* Use estimation to check answers to calculations</li> </ul>	<ul style="list-style-type: none"> <li>* Find perimeters of common two-dimensional shapes and record the strategy</li> </ul>	
3	<b>Multiplication</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation. <b>Area</b> MA3-10MG A student selects and uses the appropriate unit to calculate areas, including area of squares, rectangles and triangles	<ul style="list-style-type: none"> <li>* Use and record a range of mental and written strategies to multiply by one- and two-digit operators</li> <li>* Solve word problems and record the strategy used (involving area)</li> <li>* Use estimation to check answers to calculations</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise the need for square kilometres and hectares</li> <li>* Record areas using the abbreviations km<sup>2</sup> and ha</li> <li>* Develop a strategy to find areas of rectangles (including squares) and record the strategy in words</li> </ul>	
4	<b>Division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations <b>Fractions and decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages involving more than one operation.	<ul style="list-style-type: none"> <li>* Use and record a range of mental and written strategies to divide numbers with three or more digits by a one-digit operator, including problems that result in a remainder</li> <li>* Use estimation to check answers to calculations</li> <li>* Solve word problems and record the strategy used</li> </ul>	<ul style="list-style-type: none"> <li>* Compare and order unit fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100</li> </ul> <p>Make connection between ÷ and finding fractions or even strategies to divide (eg: halving for 2, 4, 8, 16). Relate and express division as a fraction</p>	
5	<b>Data</b> MA3-18SP A student uses appropriate methods to collect data and constructs, interprets and evaluates data displays including dot plots, line graphs and two- way tables.	<ul style="list-style-type: none"> <li>* Collect categorical and numerical data by observation and survey</li> <li>* Construct data displays, including tables, column graphs, dot plots and line graphs appropriate for the data type</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Link with Science Unit in Term 1 and Term 2.</b> Primary connections have strong links with data as part of the investigation process.</li> </ul>	



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Patterns and algebra</b> MA3-8NA A student analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane.	<b>Revise Year 5 key ideas and then....</b>  * Identify and describe prime and composite numbers * Model and describe square and triangular numbers	* Continue, create, record and describe geometric and number patterns in words * Determine the rule for geometric and number patterns in words and use the rule to calculate values <b>Show patterns, student describe and create rule. Could also use Pascal's triangle and the Fibonacci number sequence</b>	
2	<b>Addition and Subtraction</b> MA3-5NA A student selects and applies appropriate strategies for addition and subtraction with counting numbers of any size <b>Length</b> MA3-9MG A student selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length.	* Select and apply efficient mental, written and calculator strategies for addition and subtraction involving numbers of any size	* Solve a variety of problems involving length and perimeter including problems involving different units of length eg 'Find the total length of three items measuring 5mm, 20 cm and 1.2m'	
3	<b>Multiplication</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation. <b>Area</b> MA3-10MG A student selects and uses the appropriate unit to calculate areas, including area of squares, rectangles and triangles	<b>Revise Yr 5 key ideas at first and then ...</b>  * Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used	* Develop a strategy to find areas of triangles and record the strategy in words * Solve problems areas of rectangles (including squares) and triangles.	
4	<b>Division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation <b>Fractions and decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages	<b>Revise Yr 5 key ideas at first and then ...</b>  * Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used	* Represent, compare and order fractions with denominators 2,3,4, 5, 6, 8,10, 12 and 100 * Determine, generate and record equivalent fractions * Write fractions in their 'simplest form' Make connection between ÷ and finding fractions or even strategies to divide. Division examples lowest common denominator with fractions.	
5	<b>Data</b> MA3-18SP A student uses appropriate methods to collect data and constructs, interprets and evaluates data displays including dot plots, line graphs and two- way tables.	<b>Revise &amp; apply Yr 5 key ideas at first and then ...</b> * Interpret and create two-way tables * Interpret side-by-side column graphs	<b>* Link with Science Unit in Term 1</b> Primary connections have strong links with data as part of the investigation process.	



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Multiplication &amp; division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation. <b>Fractions</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and %'s	* Determine factors and multiples of whole numbers and use them to solve problems <b>E.g There are 36 people at a party. In how many ways can you set up the tables and chairs so that each table seats the same number of people and there are no empty chairs?</b>	* Use the formal algorithm for multiplication by one- and two-digit operators * Interpret remainders in division problems  * Express mixed numerals as improper fractions and vice-versa.  <b>*** Students use knowledge of factors/multiples to express/convert mixed numerals to improper fractions and to interpret remainders as fractions</b> $25 \div 4 = 6 \frac{1}{4}$	
2	<b>Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages <b>Length</b> MA3-9MG A student selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length.	* Apply the place value system to represent thousandths as decimals * Interpret decimal notation for thousandths * State the place value of digits in decimal numbers up to three decimal places  <b>Use decimals to record lengths and mass up to 2 decimal places.</b>	* Select and use appropriate instruments and units to measure lengths * Use the kilometre to measure lengths and distances * Record lengths and distances using the abbreviations km, m, cm and mm  * Recognise the need for tonnes to measure mass * Record masses using the abbreviations t, kg and g * Select and use appropriate instruments and units to measure mass * Distinguish between 'gross mass' and 'net mass' * Solve problems involving mass	
3	<b>Volume and Capacity</b> MA3-11MG A student selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity <b>3D Space</b> MA3-14MG A student identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views.	<b>Multiplication</b> * Use and record a range of mental and written strategies to multiply by one- and two-digit operators  * Name prisms and pyramids according to the shape of their 'base'. * Recognise that prisms have a uniform cross section and pyramids do not * Describe and compare properties of prisms and pyramids in terms of their faces, edges and vertices * Connect three-dimensional objects with their nets	* Use cubic centimetres and cubic metres to measure and estimate volumes * Select and use appropriate units to measure volume * Record volumes using the abbreviations $\text{cm}^3$ and $\text{m}^3$	
4	<b>Data</b> MA3-18SP A student uses appropriate methods to collect data and constructs, interprets and evaluates data displays including dot plots, line graphs and two- way tables.	* Describe and interpret data presented in tables, column graphs, dot plots and line graphs	<b>* Link with Science Unit in Term 2</b> Primary connections have strong links with data as part of the investigation process.	



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Multiplication &amp; division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation. <b>Fractions and decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages	* Model and describe square and triangular numbers  * Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used * Explore the use of brackets and the order of operations to write number sentences	* Multiply fractions by whole numbers * Find a simple fraction of a quantity  $(\frac{1}{2} + \frac{1}{4}) + (\frac{1}{2} \text{ of } 6)$ Express as a problem about why we need brackets  Use x strategies for square and triangular (cubic) numbers	
2	<b>Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages <b>Length</b> MA3-9MG A student selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length.	<b>Revise Year 5 key ideas and then ...</b>  * Use mental, written and calculator strategies to add and subtract decimals with up to three decimal places * Solve word problems involving fractions and decimals, including money/length/volume and capacity problems  Use decimals to record lengths and mass up to 3 decimal places. Add and subtract lengths/masses in problems using decimals	<b>Revise Year 5 key ideas and ...</b> * Record lengths and distances using decimal notation to three decimal places * Convert between kilometres, metres, centimetres and millimetres  * Record mass using decimal notation to three decimal places * Convert between tonnes, kilograms and grams.	
3	<b>Volume and Capacity</b> MA3-11MG A student selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity <b>3D space</b> MA3-14MG A student identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of diff. views.	<b>Multiplication</b> * Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used  * Construct prisms and pyramids using a variety of materials and given drawings from different views	* Connect volume and capacity and their units of measurement * Record volumes and capacities using decimal notation to three decimal places * Convert between millilitres and litres * Develop a strategy to find volumes of rectangular prisms and record the strategy in words	
4	<b>Data</b> MA3-18SP A student uses appropriate methods to collect data and constructs, interprets and evaluates data displays including dot plots, line graphs and two- way tables.	* Compare a range of data displays to determine the most appropriate display for particular sets of data * Interpret and critically evaluate data presented in digital media and elsewhere (Link with Media bias/stereotyping for persuasion)	<b>* Link with Science Unit in Term 2</b> Primary connections have strong links with data as part of the investigation process.	



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Patterns and Algebra</b> MA3-8NA A student analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane. <b>Position</b> MA3-17MG A student locates and describes position on maps using a grid-reference system	* <i>Revise:</i> Read, write and order numbers of any size  <i>Touch on Year 6 key idea</i> * Recognise the location of negative numbers in relation to zero on a number line	<i>Revise/Use stage 2 key ideas on temperature</i> * Use a scaled instrument to measure and compare temperatures * Record temperatures using the symbol for degrees ( $^{\circ}$ )  <b>Use temperature (below 0 degrees with negative numbers)</b> * Describe routes using landmarks and directional language <b>Possible connection with HSIE, Gold and maps to Goldfields</b>	
2	<b>Multiplication and Division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation. <b>Patterns and Algebra</b> MA3-8NA A student analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane.	* Use and record a range of mental and written strategies to multiply by one- and two-digit operators * Use and record a range of mental and written strategies to divide numbers with three or more digits by a one-digit operator, including problems that result in a remainder	* Find missing numbers in number sentences involving multiplication or division on one or both sides of the equals sign	
3	<b>2D Space</b> MA3-15MG A student manipulates, classifies and draws two-dimensional shapes including equilateral, isosceles and scalene triangles, and describes their properties. <b>Angles</b> MA3-16MG A student measures and constructs angles, and applies angle relationships to find unknown angles	<b>2D space</b> * Identify, name and draw right-angled, equilateral, isosceles and scalene triangles * Compare and describe side properties of the special quadrilaterals and special triangles * Explore angle properties of the special quadrilaterals and special triangles * Classify and draw regular and irregular two-dimensional shapes from descriptions of their features	<b>Angles</b> * Recognise the need for formal units to measure angles * Measure, compare and estimate angles in degrees (up to $360^{\circ}$ ) * Record angle measurements using the symbol for degrees ( $^{\circ}$ ) * Construct angles using a protractor (up to $360^{\circ}$ ) * Describe angle size in degrees for each angle classification	
4	<b>Addition and subtraction</b> MA3-5NA A student selects and applies appropriate strategies for addition and subtraction with counting numbers of any size <b>Fractions and Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages	* Create a simple budget * Solve word problems and record the strategy used, including problems involving money * Select and apply efficient mental, written and calculator strategies for addition and subtraction involving numbers of any size <b>Connect % to fractions of amounts within a budget</b>	* Make simple connections between equivalent percentages, fractions and decimals * Represent common percentages as fractions and decimals eg 25% means 25 out of 100 or $\frac{1}{4}$ or 0.25 * Model and represent strategies to add and subtract fractions with the same denominator	



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Patterns and Algebra</b> MA3-8NA A student analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane. <b>Position</b> MA3-17MG A student locates and describes position on maps using a grid-reference system	* Recognise the location of negative numbers in relation to zero on a number line  * Locate and record the coordinates of points in all four quadrants of the Cartesian plane <b>Make connection with position/direction, coordinates to help explain Cartesian plane ( a visual way to describe a location on a grid - from syllabus)</b>	<i>Revise/Use stage 2 key ideas on temperature</i> * Use a scaled instrument to measure and compare temperatures * Record temperatures using the symbol for degrees (°)  <b>Use temperature (below 0 degrees with negative numbers)</b> * Use grid referenced maps to locate and describe positions * Follow a sequence of directions, including compass directions to find a particular location on a map	
2	<b>Multiplication and Division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation. <b>Patterns and Algebra</b> MA3-8NA A student analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane.	* Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used	* Determine the rule for geometric and number patterns in words and use the rule to calculate values (Focus on rules with x and ÷) * Explore the use of brackets and the order of operations to write number sentences * Apply the order of operations in calculations involving mixed operations and grouping symbols	
3	<b>2D Space</b> MA3-15MG A student manipulates, classifies and draws two-dimensional shapes including equilateral, isosceles and scalene triangles, and describes their properties. <b>Angles</b> MA3-16MG A student measures and constructs angles, and applies angle relationships to find unknown angles	<b>2D space</b> * Identify, describe, compare and draw diagonals of two-dimensional shapes * Identify and name parts of a circle (link to Cartesian n.o plane quadrants)	<b>Angles</b> * Identify and name angle types formed by the intersection of straight lines, including 'angles on a straight line', 'angles at a point', and 'vertically opposite angles' * Use known angle results to find unknown angles in diagrams	
4	<b>Addition and subtraction</b> MA3-5NA A student selects and applies appropriate strategies for addition and subtraction with counting numbers of any size <b>Fractions and Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages	* Create a simple budget (Yr 5 revision/extension) * Select and apply efficient mental, written and calculator strategies for addition and subtraction involving numbers of any size  * Multiply fractions by whole numbers (revise) * Find a simple fraction of a quantity (revise) * Add and subtract fractions including mixed numerals to with the same or related denominators	* Make explicit connections between equivalent percentages, fractions and decimals * Use mental, written and calculator strategies to calculate 10%, 25% and 50% of quantities including as discounts * Solve word problems including fractions, decimals and percentages including money <b>Connect % to fractions of amounts within a budget</b>	



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Fractions and Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages	* <i>Revise:</i> Read, write and order numbers of any size	<i>Revise:</i> * Apply the place value system to represent thousandths as decimals * Interpret decimal notation for thousandths * State the place value of digits in decimal numbers up to three decimal places	
2	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Time</b> MA3-13MG A student uses twenty-four hour time and am and pm notation in real-life situations, and constructs timelines	* <i>Revise:</i> Read, write and order numbers of any size State the place value of digits in numbers of any size	* Convert between am/pm notation and 24-hour time * Determine and compare the duration of events	
3	<b>Fractions and Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages <b>Chance</b> MA3-19SP A student conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes	* Compare and order unit fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100  Link fractions to chance as a representation 1 chance in 3 is 1/3 or 1:3 or 33% chance	* List outcomes of chance experiments involving equally likely outcomes * Represent probabilities using fractions * Recognise that probabilities range from 0-1	
4	<b>All number and algebra</b>	Revise all necessary concepts that you feel your students need revision. Base this on continuum plotting and achievement of syllabus outcomes		



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1	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Fractions and Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages <b>Multiplication and Division</b> MA3-6NA A student selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation.	* Revise: Read, write and order numbers of any size	* multiply and divide decimals by 10, 100 and 1000 * Use mental, written and calculator strategies to multiply decimals by one-and two-digit whole numbers * Use mental, written and calculator strategies to divide decimals by one-digit whole numbers  * Use the formal written algorithms for multiplication (limit operators to two-digit numbers) and division (limit operators to single digits)	
2	<b>Whole number</b> MA3-4NA A student orders, reads and represents integers of any size and describes properties of whole numbers. <b>Time</b> MA3-13MG A student uses twenty-four hour time and am and pm notation in real-life situations, and constructs timelines	* Revise: Read, write and order numbers of any size State the place value of digits in numbers of any size	* Convert between am/pm notation and 24-hour time * Interpret and use timetables * Draw and interpret timelines using a given scale	
3	<b>Fractions and Decimals</b> MA3-7NA A student compares, orders and calculates with fractions, decimals and percentages <b>Chance</b> MA3-19SP A student conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes	* Represent, compare and order fractions with denominators 2,3,4, 5, 6, 8,10, 12 and 100  <b>Link fractions to chance as a representation 1 chance in 3 is 1/3 or 1:3 or 33% chance</b>	* Compare observed frequencies in chance experiments with expected frequencies * Represent probabilities using fractions, decimals and percentages * Conduct chance experiments with both small and large numbers of trials	
4	<b>All number and algebra</b>	Revise all necessary concepts that you feel your students need revision. Base this on continuum plotting and achievement of syllabus outcomes		