<table>
<thead>
<tr>
<th>Week</th>
<th>Concept</th>
<th>Key Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collect and analyse assessment data from the previous year. Talk to last year’s teacher and identify the strengths and weaknesses amongst students.</td>
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</tbody>
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| 2    | Whole Numbers | • Count forwards and backwards by tens and hundreds from any starting point.  
• State the place value of digits in numbers of up to four digits.  
• Read, write and order numbers of up to four digits. |
|      | Time     | • Recognise the coordinated movements of the hands of a clock.  
• Read and record time to the minute, using digital notation and the terms ‘past’ and ‘to’. |
| 3    | Patterns and Algebra | • Identify, continue, create, describe and record increasing and decreasing number patterns.  
• Identify odd and even numbers of up to four digits. |
| 4    | Data     | • Plan methods for data collection.  
• Collect data, organise into categories and create displays using lists, tables, pictures graphs and simple column graphs (one-to-one correspondence).  
• Interpret and compare data displays. |
| 5    | Fractions and Decimals | • Model and represent fractions with denominators 2, 3, 4, 5 and 8.  
• Count by halves, quarters and thirds, including with mixed numerals.  
• Represent fractions on number lines, including number lines that extend beyond 1. |
| 6    | Chance   | • Identify and describe possible ‘outcomes’ of chance experiments.  
• Predict and record all possible combinations in a chance situation.  
• Conduct chance experiments and compare predicted with actual results. |
| 7    | REVISION / CATCH UP / ASSESSMENT | |
| 8    | Addition and Subtraction | • Model and apply the associate property for addition.  
• Use and record a range of mental strategies for addition and subtraction of 2-, 3- and 4-digit numbers. |
|      | Two-Dimensional Space | • Identify and name the special quadrilaterals presented in different orientations.  
• Describe and compare features of shapes, including the special quadrilaterals. |
| 9    | Multiplication and Division | • Recall multiplication facts for twos, threes, fives and tens.  
• Recognise and use the symbol x and ÷.  
• Model and apply the commutative property for multiplication. |
|      | Angles   | • Identify and describe angles as measure of turn.  
• Compare angle sizes in everyday situations. |
| 10   | Multiplication and Division | • Recall multiplication facts for twos, threes, fives and tens.  
• Recognise and use the symbol x and ÷.  
• Relate multiplication facts to their inverse division facts. |
|      | Length   | • Use metres, centimetres and millimetres to measure, compare, order and estimate lengths.  
• Record lengths using the abbreviations m, cm and mm.  
• Select and use appropriate scaled instruments and units to measure and compare lengths. |
|      | REVISION / CATCH UP / ASSESSMENT | |