LEARNING PLACE
TEACHING PLACE

YEARS 3 AND 4 CONCEPT SCOPE AND SEQUENCE – COMPOSITE CLASS

	TERM 1	TERM 2	TERM 3	TERM 4
ADDITION SUBTRACTION	Addition and Subtraction 21, 24 Money 10 **Add / subtract 3- 4- 5-digit numbers, money, mental** ACMNA054, ACMNA055, ACMNA080, NSW MA2-5NA Addition and Subtraction 25 Patterns and Algebra 15, 21 **Add / subtract even / odd numbers** ACMNA051, ACMNA071, NSW MA2-8NA		Patterns Algebra 22, Addition Subtraction 26, Fractions Decimals 15 **Patterns, add / subtract fractions** ACMNA083, ACMNA077, ACMNA078 NSW MAI-4NA	Addition and Subtraction 22, 27, Patterns and Algebra 19, 24 **Missing / equivalent number sentences, equality, relationship addition and subtraction, unknown** ACMNA054, ACMNA055, ACMNA083, NSW MA2-5NA, MA2-8NA Addition and Subtraction 23, Money and Financial Maths 9 **Add / subtract money, round nearest 5c, give change** ACMNA054, ACMNA055, ACMNA059, NSW MA2-5NA
PATTERNS ALGEBRA	Patterns and Algebra 16, 20 Place Value 19 **Patterns adding / subtracting 1000s, 100s, 10s, 1s** ACMNA060, ACMNA072, NSW MA2-4NA, MA2-8NA Patterns and Algebra 21 Addition and Subtraction 25 **Add / subtract even / odd numbers** ACMNA071, NSW MA2-8NA		Multiplication and Division 18 Patterns and Algebra 17, 23 **Rule for number pattern, then create the pattern** **Patterns skip, terms, rule, multiplication / division** ACMNA060, ACMNA074, ACMNA081, NSW MA2-8NA Patterns and Algebra 22 **Patterns, add / subtract fractions** ACMNA083, ACMNA077, ACMNA078 , NSW MAI-4NA	Multiplication and Division 19, Patterns and Algebra 25 **Multiplicative problems** ACMNA083, ACMNA082, MA2-6NA, MA2-8NA
MULTIPLICATION DIVISION	Multiplication and Division 9 – 13, Patterns and Algebra 18 *Multiply / divide by 10, 2, 4, 3, 5 (weekly)* ACMNA056, ACMNA057, NSW MA2-6NA	Multiplication and Division 10, 11, 14, 15, Patterns and Algebra 15, 18 **Multiplication and division by 2, 9, 6 using properties and relationships, relating division to fractions** ACMNA056, ACMNA057, ACMNA075, ACMNA076, NSW MA2-6NA	Multiplication and Division 12, 16, 17, Patterns and Algebra 18 **Multiplication and division by 3, 8, 7 using properties and relationships, relating division to fractions** ACMNA056, ACMNA057, ACMNA075, ACMNA076, NSW MA2-6NA	Multiplication and Division 13, 19, Patterns and Algebra 18, 25 **Multiplication and division by 5 using properties and relationships, relating division to fractions** ACMNA056, ACMNA057, ACMNA082 NSW MA2-6NA, MA2-8NA
PLACE VALUE	Place Value 17, 19 Patterns and Algebra 20 **Count, standard/non-standard, four- five-digit** ACMNA052, ACMNA053, ACMNA072, ACMNA073, , NSW MA2-4NA			
FRACTIONS DECIMALS	Place Value 18, 20, 21, Fractions and Decimals 11, 12 **Multiplicative place value, whole numbers, to tenths, hundredths, Express as decimal and fraction** ACMNA072 ACMNA073 ACMNA079 NSW MA2-4NA, MA2-7NA	Fractions and Decimals 7 **Role of denominators 2, 4, 3, 5, 8, 10, as the number of parts we have divided by**	Fract Dec 8, 9, 10, 13, 14 15 **Multiplicative relationships between fractions** **Role of numerator, number line, $\frac{2}{2'}\frac{4}{4'}\frac{3}{3'}\frac{5}{5'}\frac{8}{8'}\frac{10}{10}=1$** **Equivalence, concrete, relationships** ACMNA058, ACMNA077, ACMNA078, NSW MA2-7NA	Fractions Decimals, 17, Place Value 23, **Round one or two decimal places to whole number** ACMNA016, NSW MA2-7NA
MEASUREMENT GEOMETRY	Measurement and Geometry 29, 38 **Regular/irregular triangles, vertices, sides, symmetry, rigidity, Designs by reflecting, translating and rotating shapes, symmetry and tessellation** ACMMG063, ACMMG066, ACMMG091, NSW MA2-15MG Measurement and Geometry 30, 39 **Measure / convert metric length units, fractions, multiplicative place value to hundredths** ACMMG061, ACMMG084, NSW MA2-9MG	Measurement and Geometry 31, 40 **Right angles, Angle testers, angles with 2 lines, 1 line** ACMMG064, ACMMG089, NSW MA2-16MG Measurement and Geometry 32, 41 **Regular / irregular quadrilaterals, combining/splitting** ACMMG063, ACMMG066, NSW MA2-15MG Measurement and Geometry 33, 42 **Metric area units, length units = square cm/m, grid** ACMMG061, ACMMG290, ACMMG087, NSW MA2-10MG Measurement and Geometry 37, 43 **Simple grid maps, key, compass, grid references, angles, scale distances** ACMMG065, ACMMG090, NSW MA2-17MG	Measurement and Geometry 34, 44 **3D objects, flat surfaces / straight lines vertices** **Nets, angles, lines, symmetry** **Sketch, cube models perspective, view** ACMMG063, ACMMG066, NSW MA2-14MG Measurement and Geometry 35, 45 **Metric volume and capacity units, cubic centimetres,** **Curved surfaces = millilitres, litres, mult place value** **Millilitres using scale on measuring container** **Convert millilitres / litres, displacement as volume** ACMMG061, ACMMG084, NSW MA2-11MG	Measurement and Geometry 46 **Temperature on a scale thermometer** ACMMG084, NSW MA2-9MG Measurement and Geometry 36, 47 **Mass, grams / kilograms, set of scales** **Convert grams / kilograms, grams fraction kilogram** ACMMG061, ACMMG084, NSW MA2-12MG
STATISTICS PROBABILITY	Statistics and Probability 8, 9 **Collect data, picture / column graphs** **Interpret and compare, language of chance** ACMSP068 ACMSP069 ACMSP070, NSW MA2-18SP MA2-19SP			Statistics and Probability 10, 11, 12, 13, 14 **Refine questions, collect data, picture / column graphs, similarities and differences** **Repeated trials, lists, tables, graphs, variation results** **Surveys, graphs one-to-many, ask / answer questions** **Order chance, chance affecting chance** ACMSP067, ACMSP068, ACMSP069, ACMSP070, ACMSP092, ACMSP093, ACMSP094 ACMSP095, ACMSP096, ACMSP097, NSW MA2-18SP MA2-19SP
TIME		Time 11, 12, 13 **Time to minute, digital / analog clocks, hand angles** **Time using 'am' and 'pm'** ACMMG062, ACMMG086, NSW MA2-13MG, MA2-16MG		Time 14, 15 **Convert time units, Calendars, timetables, timelines** ACMMG085, NSW MA2-13MG
MONEY	Money 10 Addition and Subtraction 24 **Add / subtract 5-digit numbers, money, mental** ACMNA080, NSW MA2-5NA			Fracs Decs 16, 17 Place Value 22 23 Money Financial 9, Add Sub 23 **Add / subtract money, round nearest 5c, give change** **Money 2 decimal places, cents fraction of a dollar** ACMNA059, ACMNA080, NSW MA2-7NA

Key: *concept continues, essential prerequisite for further concept* *essential related concept*

YEAR 3 AND 4 CONCEPT SCOPE AND SEQUENCE (COMPOSITE) – TERM 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

TEACH AT LEAST ONCE A WEEK

Essential prior and related concepts - Addition Subtraction 1 - 9, 12 – 17, 21 24, Place Value 6 – 18, Multiplication Division 1, 2, 5, 7, 9 – 13, Fractions Decimals 7 - 9

Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.

Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.

All children should add and subtract, multiply and divide, and explain standard, non-standard and multiplicative place value at least once a week.

TEACH TOGETHER

Place Value 17, (Year 3) 19, (Year 4) Patterns and Algebra 16, 20

Count forwards, backwards 100s, 10s, 1s on and off the decade and hundred from four-, five-digit numbers

Describe patterns that increase and decrease by adding and subtracting 100s and 1000s on and off the decade, hundred and thousand from four-, five-digit numbers, including over 1000s

Explain standard and non-standard place value of four-, five-digit numbers

Addition and Subtraction 21, (Year 3) 24, Money and Financial Mathematics 10 (Year 4)

Add and subtract three-, four-, five-digit numbers, including as money, using mental strategies, Solve problems involving purchases, rounding to the nearest 5 cents, calculating change

Addition and Subtraction 25, Patterns and Algebra 21 (Year 4)

Add and subtract combinations of even and odd numbers, using the relationships to check calculations

Statistics and Probability 8, 9 (Year 3)

Collect data, record in picture graphs, column graphs, with and without technology

Interpret, compare data displays, making statements using the language of chance

CONTINUE TEACHING

TEACH TOGETHER

Place Value 18, (Year 3) 20, 21, Fractions and Decimals 11, 12 (Year 4)

Multiplicative place value of whole numbers by multiply and dividing by 10/decimals to tenths by dividing 1 by 10 to get tenths, and by multiplying tenths by 10 to get 1

Multiplicative place value, to hundredths by dividing tenth by 10 to get hundredths, by multiplying hundredths by 10 to get tenths

Explain standard/non-standard place value of whole numbers, decimals to hundredths, hundredths as both fraction and decimal

Multiplication and Division 9 (Year 3)

Multiplication and division by 10 using multiplicative place value

Measurement and Geometry 30, (Year 3) 39 (Year 4)

Measure lengths in combinations of centimetres and millimetres, and metres and centimetres then convert (for example, 45 mm = 4 cm + 5 mm, 135 cm = 1 m + 35 cm),

Relate first to fractions, then to multiplicative place value to tenths and hundredths ($4\frac{5}{10}$ cm = 4.5 cm, $1\frac{35}{100}$ m = 1.35 m

CONTINUE TEACHING

Measurement and Geometry 29, (Year 3) 38 (Year 4)

Describe regular and irregular triangles, identifying the 3 straight lines that meet at vertices as sides

Identify symmetry and rigidity in triangles Identify symmetry and tessellating designs created by reflecting, translating and rotating shapes

YEAR 3 AND 4 CONCEPT SCOPE AND SEQUENCE (COMPOSITE) – TERM 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

TEACH AT LEAST ONCE A WEEK

Essential prior and related concepts - Addition Subtraction 1 - 9, 12 – 17, 21, 24, 25, Place Value 6 – 21, Multiplication Division 1, 2, 5, 7, 9 – 13, Fractions Decimals 7 - 12

Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.

Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.

All children should add and subtract, multiply and divide, and explain standard, non-standard and multiplicative place value at least once a week.

TEACH TOGETHER

Multiplication and Division 10, 11 (Year 3) 14, 15, (Year 4) Patterns and Algebra 18

Multiplication and division by 2 and 4 and 9 and by 6 using mental strategies

Multiply using the distributive property

Associate dividing into equal groups with fractions

Explain odd and even numbers

Fractions and Decimals 7

Role of the denominator, as the number we have divided by

CONTINUE TEACHING

Measurement and Geometry 33, (Year 3) 42 (Year 4)

Units used to measure area in the metric system, units to measure length turned into squares extending into second dimension

Estimate, measure, record area of rectangles in square centimetres and square metres, and shapes using grid

Measurement and Geometry 37 (Year 3) 43 (Year 4)

Interpret simple grid maps with alpha-numeric grid references of places, draw an alpha-numeric grid on a map

Create grid maps with alpha-numeric grid references of familiar spaces

Use a key, compass directions and grid references to locate features on an alpha-numeric grid map, link compass directions to angles

Use scale in multiples of 10 to measure distances on an alpha-numeric grid map

CONTINUE TEACHING

TEACH TOGETHER

Measurement and Geometry 31, (Year 3) 40 (Year 4)

Angles as amount of turn, as relative slant of two arms that meet at vertex, length of arms not important to angle size

Right angles as arms and vertex of two perpendicular lines, angle size less than, equal to or greater than a right angle

Use angle testers to measure angles with 2 lines and angles with 1 line that are right angles, greater than right angles (obtuse), and less than right angles (acute)

Time 11, 12, (Year 3) 13 (Year 4)

Tell time to the minute on digital and analog clocks and record both

Describe the angles created through hand movement on an analog clock

Time using 'am' and 'pm'

CONTINUE TEACHING

Measurement and Geometry 32, (Year 3) 41 (Year 4)

Identify regular and irregular quadrilaterals, describing the 4 sides as straight lines that meet at vertices (sides), naming special quadrilaterals, identifying angles

Identify two-dimension shape/s created by combining and splitting two-dimensional shapes, describing the straight or curved lines and vertices

YEAR 3 AND 4 CONCEPT SCOPE AND SEQUENCE (COMPOSITE) – TERM 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

TEACH AT LEAST ONCE A WEEK

Essential prior and related concepts - Addition Subtraction 1 - 9, 12 – 17, 21, 24, 25, Place Value 6 – 21, Multiplication Division 1, 2, 5, 7, 9 – 15, Fractions Decimals 7 - 13

Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.

Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.

All children should add and subtract, multiply and divide, and explain standard, non-standard and multiplicative place value at least once a week.

TEACH TOGETHER

Multiplication and Division 12, (Year 3) 16, 17, (Year 4) Patterns and Algebra 18

Multiplication and division by 3, 8 and by 7 using mental strategies

Multiply using the distributive property

Associate dividing into equal groups with fractions

CONTINUE TEACHING

TEACH TOGETHER

Fractions and Decimals 8, 9, 10, (Year 3) 14 (Year 4)

Multiplicative relationships between fractions while building a fraction wall, Non-unit fractions, role of numerator as number of parts concerned with

Locate fractions on a number line and identify that $\frac{2}{2}, \frac{4}{4}, \frac{3}{3}, \frac{5}{5}, \frac{6}{6}, \frac{8}{8}, \frac{10}{10}, \frac{12}{12} = 1$

Equivalent fractions on a number line

Patterns and Algebra 17, (Year 3) 22, Fractions and Decimals 15, Addition and Subtraction 26 (Year 4)

Describe a rule for a number pattern, then creating the pattern

Number patterns involving fractions that increase through addition and decrease through subtraction

Multiplication and Division 18, Patterns and Algebra 23 (Year 4)

Patterns formed by skip, rhythmic counting forwards and backwards by 3, 4, 6, 7, 8, 9, 10 identifying the terms as multiples, identifying the rule and terms through multiplication, and from any point on the number line, identifying the rule, describe a rule using multiplication or division and create pattern

CONTINUE TEACHING

TEACH TOGETHER

Measurement and Geometry 34, (Year 3) 44 (Year 4)

Features of prisms and pyramids as three-dimensional objects with flat surfaces and straight lines that meet at vertices (edges and faces), deconstruct packaging to create nets of prisms and pyramids

Identify prisms and pyramids, cylinders, cones identifying any vertices, straight lines as edges and curved lines, and flat surfaces with edges as faces, flat surfaces with curved lines and curved surfaces

Make models, sketch prisms, pyramids, cylinders, cones, grid paper, isometric dot paper, computers

Measurement and Geometry 35, (Year 3) 45 (Year 4)

Units used to measure volume and capacity of models and objects with flat surfaces and straight lines that meet at vertices (faces and edges) in the metric system of measurement, identifying that the units to measure area have been turned into cubes by extending into a third dimension.

Volume and capacity of models and objects) in cubic centimetres (not centimetres cube/d)

Metric system's liquid units to measure the volume and capacity of objects and containers with curved surfaces and curved lines, identifying the relationship to multiplicative place value, Capacities of containers in litres and in millilitres

Capacities of containers in millilitres using scale on measuring container, convert millilitres and litres, (1 L 250 mL = 1250 mL), measure quantity of water displaced when object is submerged

YEAR 3 AND 4 CONCEPT SCOPE AND SEQUENCE (COMPOSITE) – TERM 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

TEACH AT LEAST ONCE A WEEK

Essential prior and related concepts - Addition Subtraction 1 - 9, 12 – 17, 21, 24, 25, Place Value 6 – 21, Multiplication Division 1, 2, 5, 7, 9 – 17, Fractions Decimals 7 - 14

Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.

Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.

All children should add and subtract, multiply and divide, and explain standard, non-standard and multiplicative place value at least once a week.

TEACH TOGETHER

Addition and Subtraction 22, (Year 3) 27, (Year 4) Multiplication and Division 19, (Year 4) Patterns and Algebra 19, (Year 3) 24, 25 (Year 4)

Solve missing and equivalent Number Sentences, explaining equality and the relationship between Addition and Subtraction

Record number sentences to represent additive problems, using partitioning to find unknown quantities

Solve word problems using number sentences involving multiplication and division

Addition and Subtraction 23, Money and Financial Maths 9 (Year 3)

Add and subtract money with up to four digits using mental strategies, including rounding total to the nearest 5 cents, then give change

Fractions and Decimals 16, 17, Place Value 22, 23, Money and Financial Mathematics 11 (Year 4)

Recognise that amounts of money are written with two decimal places

Round a number with one or two decimal places to the nearest whole number, recognising cents as a fraction of dollar, Identify other countries' currencies as decimal

Multiplication and Division 13, Patterns and Algebra 18 (Year 3)

Multiplication and division by 5 using mental strategies

Measurement and Geometry 46

Read and interpret temperature on a scale thermometer

Statistics and Probability 10, 11, (Year 3) 12, 13 (Year 4)

Refine questions to collect data that may be easily recorded in categories, recording in lists, picture graphs, and simple column graphs, with and without technology

Conduct repeated trials of chance experiments, identifying possible outcomes, recording results in lists, tables and column graphs, and explaining variation in results

Compare child-generated data representations, describing similarities and differences

Trial and evaluate methods for collecting data

Construct and interpret tables, column, picture graphs with one-to-many correspondence, Ask questions, using the language of chance, use data to answer questions

Statistics and Probability 14 (Year 4)

Order chance of familiar everyday events occurring from most likely to least likely, Identify everyday events where one cannot happen if the other happens

Identify events where chance of one occurring not affected by occurrence of other

CONTINUE TEACHING

TEACH TOGETHER

Measurement and Geometry 36, (Year 3) 47 (Year 4)

Investigate the units used to measure the mass of objects in the metric system of measurement, (grams, decagrams, hectograms and kilograms) identifying the relationship to multiplicative place value

Estimate, measure and record mass in grams and in kilograms using an equal arm balance

Measure mass in grams and kilograms using a set of scales

Convert between grams and kilograms, (1 kg 250 g = 1250 g), record 500, 250, 750 grams as $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ of kilogram

Time 14, 15 (Year 4)

Convert between seconds, minutes, hours, days, Read and interpret simple calendars, timetables and timelines