



This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year. Each quarter lists the outcomes to be addressed in that approximate time period; the outcomes have been described and grouped using the [K – 9 Assessment and Reporting Guide | Mathematics](#). Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that spaced practice throughout the school year allows students multiple opportunities to deepen their learning and demonstrate their understanding. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that these scope and sequences do not replace the [Program of Studies](#).

First Reporting Period		Second Reporting Period	
The mathematical processes will be modelled and developed throughout all strands and outcomes as much as possible.			
Communication	Connections	Mental Math and Estimation	Problem Solving Reasoning Technology Visualization
*See the Program of Studies for processes tagged to specific outcomes.			
Specific outcomes N1, N2 (counting to 100, odd and even numbers) will be addressed throughout the year, wherever possible.			
- Sort objects (including 3-D objects and 2-D shapes) using two attributes and explain the sorting rule. (SS6, SS8, PR3) - Demonstrate an understanding of repeating and increasing patterns. (PR1, PR2) - Say the number sequence 0 to 100 in multiple ways and demonstrate if a number is even or odd. (N1, N2)	- Represent and describe numbers to 100 concretely, pictorially and symbolically. Compare, order and estimate quantities to 100. (N3, N4, N5, N6, N7) Demonstrate an understanding of addition with answers to 100 and the corresponding subtraction. (N8, N9, N10) <i>*the remainder of this synthesized outcome is completed later in the scope and sequence</i> - Gather, display and interpret data to solve problems. (SP1, SP2)	- Estimate, compare and measure length, height, distance around, and mass, using non-standard units. (SS2, SS3, SS4, SS5) - Demonstrate an understanding of addition with answers to 100 and the corresponding subtraction. (N8, N9, N10)	- Describe, compare and construct 2-D shapes and 3-D objects. (SS7, SS8, SS9) - Demonstrate and explain the meaning of equality and inequality, concretely, pictorially and symbolically. (PR4, PR5, N9, N10) - Relate the number of days to a week and the number of months to a year in a problem-solving context. (SS1)