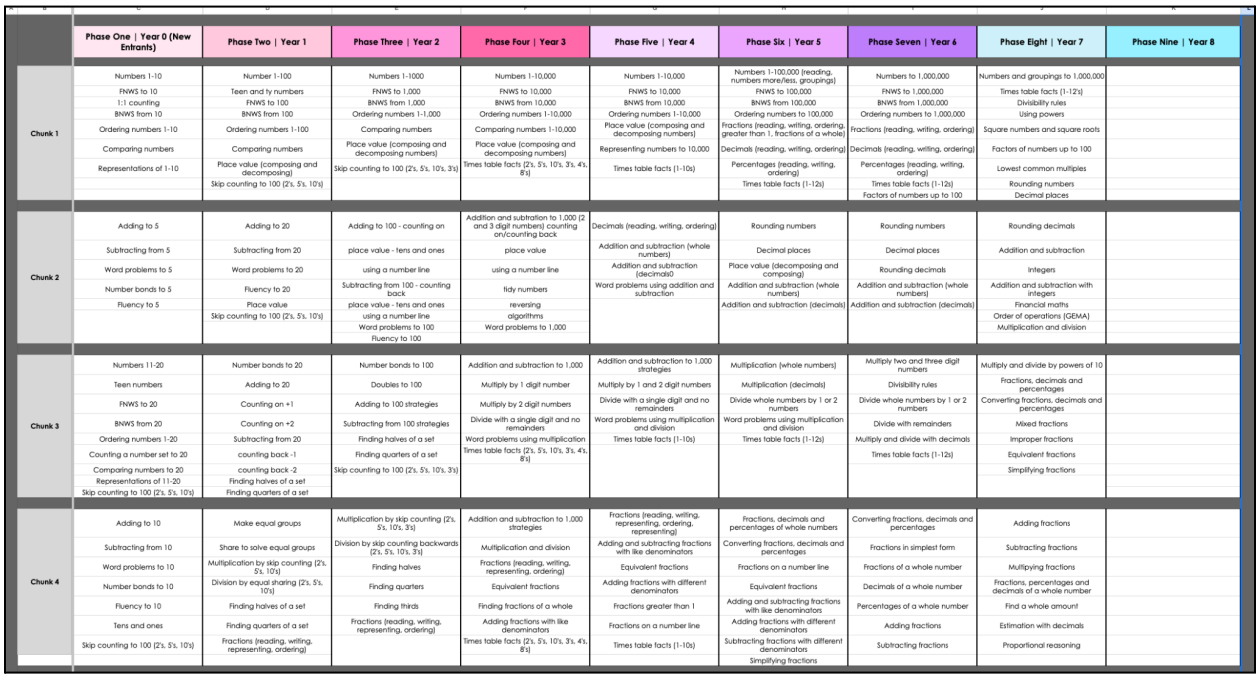
Click this link to open the google sheets link and access your product!

## Structured Maths Approach across the years viewer



| | Phase One \| Year 0 (New Entrants) | Phase Two \| Year 1 | Phase Three \| Year 2 | Phase Four \| Year 3 | Phase Five \| Year 4 | Phase Six \| Year 5 | Phase Seven \| Year 6 | Phase Eight \| Year 7 | Phase Nine \| Year 8 |
|---|---|---|---|---|---|---|---|---|---|
| Chunk 1 | Numbers 1-10 | Number 1-100 | Numbers 1-1000 | Numbers 1-10,000 | Numbers 1-10,000 | Numbers 1-100,000 (reading, numbers more/less, groupings) | Numbers to 1,000,000 | Numbers and groupings to 1,000,000 | |
| | FNWS to 10 | Teen and ty numbers | FNWS to 1,000 | FNWS to 10,000 | FNWS to 10,000 | FNWS to 100,000 | FNWS to 1,000,000 | Times table facts (1-12's) | |
| | 1:1 counting | FNWS to 100 | BNWS from 1,000 | BNWS from 10,000 | BNWS from 10,000 | BNWS from 100,000 | BNWS from 1,000,000 | Divisibility rules | |
| | BNWS from 10 | BNWS from 100 | Ordering numbers 1-1,000 | Ordering numbers 1-10,000 | Ordering numbers 1-10,000 | Ordering numbers to 100,000 | Ordering numbers to 1,000,000 | Using powers | |
| | Ordering numbers 1-10 | Ordering numbers 1-100 | Comparing numbers | Comparing numbers 1-10,000 | Place value (composing and decomposing numbers) | Fractions (reading, writing, ordering, greater than 1, fractions of a whole) | Fractions (reading, writing, ordering) | Square numbers and square roots | |
| | Comparing numbers | Comparing numbers | Place value (composing and decomposing numbers) | Place value (composing and decomposing numbers) | Representing numbers to 10,000 | Decimals (reading, writing, ordering) | Decimals (reading, writing, ordering) | Factors of numbers up to 100 | |
| | Representations of 1-10 | Place value (composing and decomposing) | Skip counting to 100 (2's, 5's, 10's, 3's) | Times table facts (2's, 5's, 10's, 3's, 4's, 8's) | Times table facts (1-10s) | Percentages (reading, writing, ordering) | Percentages (reading, writing, ordering) | Lowest common multiples | |
| | | Skip counting to 100 (2's, 5's, 10's) | | | | Times table facts (1-12s) | Times table facts (1-12s) | Rounding numbers | |
| | | | | | | | Factors of numbers up to 100 | Decimal places | |
| Chunk 2 | Adding to 5 | Adding to 20 | Adding to 100 - counting on | Addition and subtration to 1,000 (2 and 3 digit numbers) counting on/counting back | Decimals (reading, writing, ordering) | Rounding numbers | Rounding numbers | Rounding decimals | |
| | Subtracting from 5 | Subtracting from 20 | place value - tens and ones | place value | Addition and subtraction (whole numbers) | Decimal places | Decimal places | Addition and subtraction | |
| | Word problems to 5 | Word problems to 20 | using a number line | using a number line | Addition and subtraction (decimals0 | Place value (decomposing and compoing) | Rounding decimals | Integers | |
| | Number bonds to 5 | Fluency to 20 | Subtracting from 100 - counting back | tidy numbers | Word problems using addition and subtraction | Addition and subtraction (whole numbers) | Addition and subtraction (whole numbers) | Addition and subtraction with integers | |
| | Fluency to 5 | Place value | place value - tens and ones | reversing | | Addition and subtraction (decimals) | Addition and subtraction (decimals) | Financial maths | |
| | | Skip counting to 100 (2's, 5's, 10's) | using a number line | algorithms | | | | Order of operations (GEMA) | |
| | | | Word problems to 100 | Word problems to 1,000 | | | | Multiplication and division | |
| | | | Fluency to 100 | | | | | | |
| Chunk 3 | Numbers 11-20 | Number bonds to 20 | Number bonds to 100 | Addition and subtraction to 1,000 | Addition and subtraction to 1,000 strategies | Multiplication (whole numbers) | Multiply two and three digit numbers | Multiply and divide by powers of 10 | |
| | Teen numbers | Adding to 20 | Doubles to 100 | Multiply by 1 digit number | Multiply by 1 and 2 digit numbers | Multiplication (decimals) | Divisibility rules | Fractions, decimals and percentages | |
| | FNWS to 20 | Counting on +1 | Adding to 100 strategies | Multiply by 2 digit numbers | Divide with a single digit and no remainders | Divide whole numbers by 1 or 2 numbers | Divide whole numbers by 1 or 2 numbers | Converting fractions, decimals and percentages | |
| | BNWS from 20 | Counting on +2 | Subtracting from 100 strategies | Divide with a single digit and no remainders | Word problems using multiplication and division | Word problems using multiplication and division | Divide with remainders | Mixed fractions | |
| | Ordering numbers 1-20 | Subtracting from 20 | Finding halves of a set | Word problems using multiplication | Times table facts (1-10s) | Times table facts (1-12s) | Multiply and divide with decimals | Improper fractions | |
| | Counting a number set to 20 | counting back -1 | Finding quarters of a set | Times table facts (2's, 5's, 10's, 3's, 4's, 8's) | | | Times table facts (1-12s) | Equivalent fractions | |
| | Comparing numbers to 20 | counting back -2 | Skip counting to 100 (2's, 5's, 10's, 3's) | | | | | Simplifying fractions | |
| | Representations of 11-20 | Finding halves of a set | | | | | | | |
| | Skip counting to 100 (2's, 5's, 10's) | Finding quarters of a set | | | | | | | |
| Chunk 4 | Adding to 10 | Make equal groups | Multiplication by skip counting (2's, 5's, 10's, 3's) | Addition and subtraction to 1,000 strategies | Fractions (reading, writing, representing, ordering, representing) | Fractions, decimals and percentages of whole numbers | Converting fractions, decimals and percentages | Adding fractions | |
| | Subtracting from 10 | Share to solve equal groups | Division by skip counting backwards (2's, 5's, 10's, 3's) | Multiplication and division | Adding and subtracting fractions with like denominators | Converting fractions, decimals and percentages | Fractions in simplest form | Subtracting fractions | |
| | Word problems to 10 | Multiplication by skip counting (2's, 5's, 10's) | Finding halves | Fractions (reading, writing, representing, ordering) | Equivalent fractions | Fractions on a number line | Fractions of a whole number | Multipying fractions | |
| | Number bonds to 10 | Division by equal sharing (2's, 5's, 10's) | Finding quarters | Equivalent fractions | Adding fractions with different denominators | Equivalent fractions | Decimals of a whole number | Fractions, percentages and decimals of a whole number | |
| | Fluency to 10 | Finding halves of a set | Finding thirds | Finding fractions of a whole | Fractions greater than 1 | Adding and subtracting fractions with like denominators | Percentages of a whole number | Find a whole amount | |
| | Tens and ones | Finding quarters of a set | Fractions (reading, writing, representing, ordering) | Adding fractions with like denominators | Fractions on a number line | Adding fractions with different denominators | Adding fractions | Estimation with decimals | |
| | Skip counting to 100 (2's, 5's, 10's) | Fractions (reading, writing, representing, ordering) | | Times table facts (2's, 5's, 10's, 3's, 4's, 8's) | Times table facts (1-10s) | Subtracting fractions with different denominators | Subtracting fractions | Proportional reasoning | |
| | | | | | | Simplifying fractions | | | |

You should only be able to view the file. Once you've opened it, click COPY. This will make a copy for you in your Google Drive and allow you to edit parts of the file.

# STRUCTURED MATHS APPROACH

A Structured Maths Scope and Sequence for Teachers in the Classroom.


www.structuredmathsapproach.com

1

## What is Structured Maths Approach?

Structured Maths Approach provides teachers with a clear roadmap, ensuring that each concept build upon the foundation laid before it. By carefully sequencing mathematical topics and activities, Structured Maths Approach empowers young learners to gradually develop their skills and confidence. With a well-organized structure, teachers can create a supportive learning environment that allows students to thrive, leading to a deeper understanding of mathematical concepts.

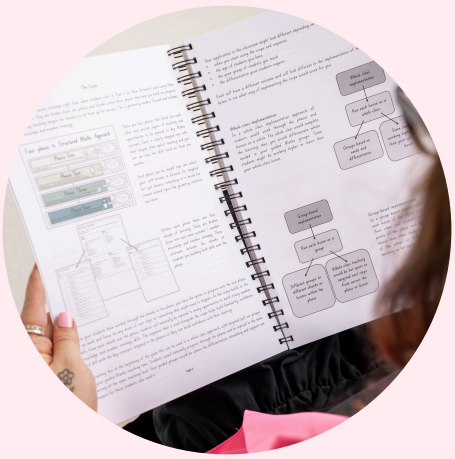
2

## Science of Maths

The Science of Maths is a movement focused on using objective evidence about how students learn maths. It talks about blending of key concepts woven together to build maths proficiency.

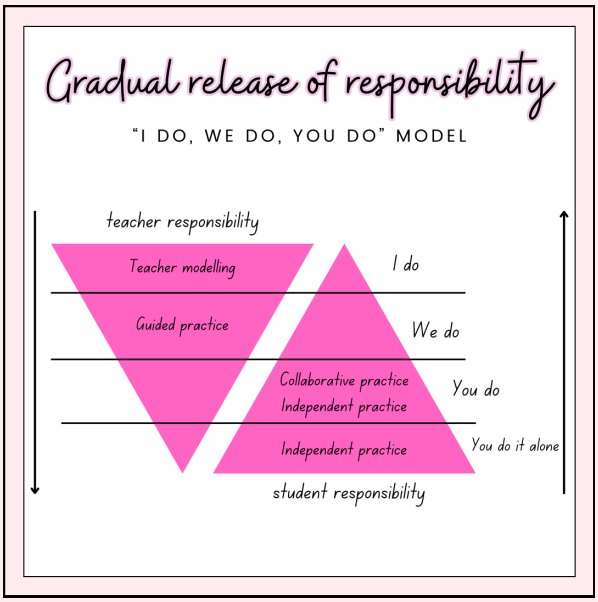
In addition to this, The Science of Maths talks about teachers using a progression of maths learning, using multiple approaches to meet the needs of students, using explicit regular instruction and formative assessment on a regular basis to assess student learning.

Structured Maths Approach is built on a progression of clear learning lessons covering its unique scope and sequence. It strives on the importance of having regular and explicit teacher instruction from assessment and knowing your students needs. Structured Maths Approach builds on knowledge prior and provides a wide range of learning concepts and procedures that blend those skills together.



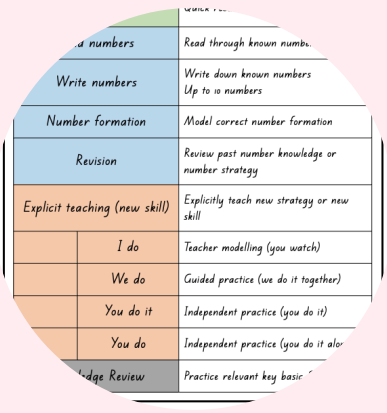
3

## Gradual Release of Responsibility




The 'I do, we do, you do' model is based upon the gradual release of responsibility from teacher to student. This encourages all students to master what they need to learn, nurtures self-efficacy and reduces anxiety from students within lessons.

Structured Maths Approach uses this model in learning lessons to allow students to successfully follow, increase their confidence and allow for the teacher to differentiate based on needs. Whether using Structured Maths Approach as a whole class or group approach; the lesson sequence allows for them to build success and conceptualise the learning.




4

## Explicit Instruction

Explicit instruction is something specifically woven into New Zealand Curriculum with clearly sequenced curriculum progressions, learning that is a focus and steps on how they are able to build success. Furthermore, explicit instruction means that teachers are being intentional with their delivery of lessons and learning, with modelling, guiding and facilitating; ensuring progressive mastery.

Structured Maths Approach is built on a progression of clear learning lessons covering its unique scope and sequence to support New Zealand Curriculum knowledge. This allows for regular opportunities to be engaged in explicit instruction through the gradual release of responsibility and Science of Math key concepts. Building mastery and practice following explicit instruction happens naturally in the lesson, which is essential for developing automatic recall and working memory.

"Through evidence-based strategies such as spaced repetition, explicit teaching and hands-on learning, Structured Maths Approach ensures students not only understand mathematical ideas but can also apply them in varied contexts." - Principal, Auckland.

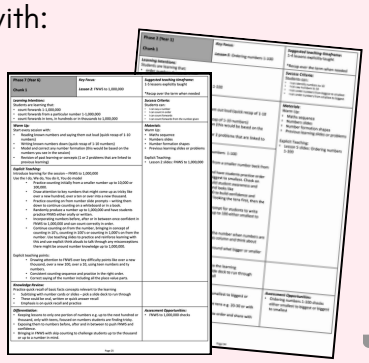
## 5

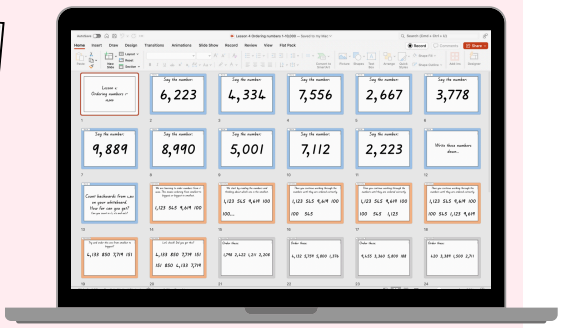
## Resource Inclusive

Structured Maths Approach provides you with everything you need to get started with a structured scope and sequence. You don't need to go out and purchase additional materials or resources; it can be used alongside what you have already. Users praise how this resource is made with teachers in made, making it easy to implement and incorporate.

Structured Maths Approach comes with:

- lesson plans
- teaching slides
- follow up checks
- assessments
- assessment snapshots
- anchor charts and wall visuals
- progressions trackers





All resources are accessible via download along with professional development for you or your team to deepen your learning.

## 6

## New Zealand Curriculum Designed

Structured Maths Approach is aligned to the progress outcomes, covering number know hows from The New Zealand Curriculum. Featured and covered in detail through Phase 1-7 scope and sequence lessons are:

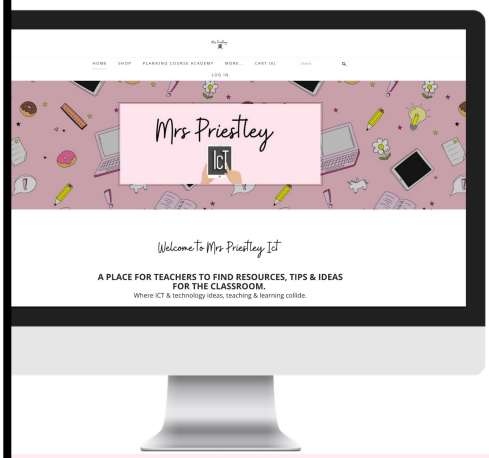
- subitising
- number structure
- operations: addition and subtraction
- operations: multiplication and division
- rational numbers

In 2025, strand progress outcomes will be created and added to the Structured Maths Approach resources for the complete mathematics programme.

| Year | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| New Zealand Curriculum Phases | 1 | | | | 2 | | | 3 | |
| Structured Maths Approach Resource Phase | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Find out more information on www.structuredmathsapproach.com including how to order, professional learning and more.

@structuredmathsapproach




## Take back time for you!

RESOURCES, TIPS & IDEAS TO IMPLEMENT STRAIGHT INTO YOUR CLASSROOM.

WWW.MRSPRIESTLEYICT.COM

@MRSPRIESTLEYICT

INFO@MRSPRIESTLEYICT.COM




WWW.MRSPRIESTLEYICT.COM

# SHOP NOW

## Thank you so much for your support!

My name is Jordan and I am a junior school teacher in New Zealand. I am passionate about all things digital and technology based; with a growing love for playful learning opportunities in the classroom.

Check out some of my resources available on my website – loads of bundles and freebies too!

# THANK YOU

I truly appreciate and value your feedback! If you have any questions, suggestions of requests please feel free to email me at info@mrspriestleyict.com.

| You may: | You may not: |
| --- | --- |
| •Use this item for personal use, for your students and in your classroom.<br>•Review this item for the purpose of recommending it to others as long as there is a direct link back to Mrs Priestley ICT website or TPT store.<br>•Enjoy this product for years to come! Check back for updated versions at your leisure. | •Give this item to others (please refer them to my website or TPT store).<br>•Copy this item for use by others.<br>•Post this item on a website (including personal websites and classroom websites).<br>•Copy or modify any part of this document to offer to others for free or for sale. |

Check out my website for more information
www.mrspriestleyict.com

**Credit:**