Foundation: major changes at a glance

Harder: Number, data

From	To	Emphasis is now on
Count to 20	**Quantify** (rather than count) to *at least* **20**	Counting and subitising are given as examples
Connect numbers up to 10;	Connect numbers to *at leas*t **20**	Connecting different representations (name, numeral, position in the sequence). Don't need to read the name.
Order small collections	Compare size of collections to *at least* **20**	
New	**Add, subtract, equal sharing** of collections to *at least* 10	Partition and combine collections to 10; Represent practical situations including quantifying and operations
Yes/no questions, make simple inferences	Collect, sort and compare data represented by objects and images	Investigate familiar situations Compare and sort data

Easier: Time, measurement, space

From	To	Emphasis is now on
Duration and order of events plus sequence of days	No duration. Refer to times of the day and sequence.	Morning, lunch time, afternoon, evening Day of the week
Direct and indirect comparisons for length, mass, capacity	Identify attributes Direct comparison only	Communicate reasoning Compare size by lining them up rather than using a "go between"
Sort and classify 3D objects, explaining the basis for classification Copy, continue and create patterns with 3D objects	Sort, name and create familiar 2D shapes Recognise and describe familiar 2D shapes within 3D objects, giving reasons *Patterns are separated from objects*	2D shapes rather than names for 3D objects Sorting and describing giving reasons but without formal classification
Describe position and movement	Describe position and location, but not movement	Familiar space In relation to other objects or people

Year 1: major changes at a glance

Harder: Number, data, patterns

From	To	Emphasis is now on
Count to and from 100 and locate on a number line;	**Connect** number names, numerals and quantities, and order numbers to *at least* **120**	Connecting, comparing and ordering. *Reading and writing number names is missing.*
Simple adding and subtracting using counting strategies (no grouping or sharing in the achievement standard other than skip counting)	Solve problems involving addition and subtraction of numbers **to 20** Practical problems involving addition, subtraction, **equal sharing and equal grouping** using calculation strategies	Use mathematical modelling for practical problems (money is suggested as a context). Solve problems. Use calculation strategies rather than counting strategies.
Skip count by 2, 5, 10	Partition into equal groups and skip count in 2, 5, 10 to quantify collections to *at least* **120**	Purpose is for quantifying.
Continue simple patterns	Skip counting and repeating patterns Identify the **repeating unit**	Comparing to identify the repeating unit.
Collect data, draw simple displays make simple inferences	Collect and record categorical data, create one-to-one displays, and compare and discuss the data using **frequencies**	Compare data using frequencies and discuss findings. Frequencies is a new term. It means the total results for a category. Tally marks are specifically mentioned in the content descriptors.

Easier: Time, measurement, fractions, chance, money

From	To	Emphasis is now on
Identify one half	Gone	Fractions are delayed until year 2
Recognise coins	Gone from achievement standard.	Money is a context within modelling. Transactions are mentioned, but not recognising coins.
Informal units for length and capacity	Informal units for length. Indirect comparison for mass and capacity.	Units need to be uniform and used end-to-end
Clocks to the half hour	Duration but not clocks.	Clocks are delayed until year 2
Chance outcomes for familiar events classified	Gone	Chance is delayed until year 3

Year 2: major changes at a glance

Harder: Number, spatial terminology

From	To	Emphasis is now on
Count to and from 1000	Order and represent numbers to **at least** **1000**; Use place value to partition	Rearrange and rename two- and three-digit numbers in terms of their parts Counting is no longer mentioned at all in year 2
Perform simple addition and subtraction calculations; Represent multiplication and division by grouping into sets	Solve practical problems involving calculation (+- two digit numbers **using regrouping**; x÷ by one digit numbers using strategies); **Recall** + facts to 20 and extend to subtraction facts; **Recall** x facts for 2s and extend to doubling and halving for division facts	Regroup partitioned numbers to assist in calculations Use mathematical modelling to solve practical additive and multiplicative problems (including money and where students are expected to choose the strategy) Recall is now expected for doubling and halving as well as adding and subtracting to 20 Using number sentences, part-whole strategies and "a variety of strategies"
Recognise the features of three-dimensional objects; Draw two-dimensional shapes	Compare and classify shapes, describing features using **formal spatial terms**	Comparison and classification, particularly using formal language (referencing the number of sides and using spatial terms such as "opposite", "parallel", "curved" and "straight" are specifically mentioned)

Easier: Time, transformations, chance, money

From	To	Emphasis is now on
Count and order coins	Gone	Money is a context within modelling. Transactions are mentioned, but not recognising or ordering coins until year 3
One-step transformations of shapes (flips, slides)	Gone	Delayed until year 4
Describe outcomes for everyday chance events	Gone	Delayed until year 3
Name and order months and seasons	Gone	Changed to Science and HAS

Year 3: major changes at a glance

Harder: Number, Algebra, Data

From	To	Emphasis is now on
Count to and from 10000	Order and represent natural numbers **beyond** 10 000;	Partition, model, represent, order natural numbers *beyond* ten thousand, using conventions Rearrange and regroup two- and three-digit numbers in different ways to assist in calculations
New	Use **mathematical modelling** to solve practical problems involving single-digit multiplication and division	Mathematical modelling is new. Need both additive and multiplicative situations. Finance is a context.
New	Make **estimates** and determine the reasonableness of financial and other calculations	Estimation is new for the achievement standard.
New	**Create algorithms** to investigate numbers and explore simple patterns	Creating algorithms is new. They have sequences of steps and decisions to reach an outcome.
Conduct simple data investigations for categorical variables	Adds **discrete numerical data** and **interpret their results in terms of the context**	Focus is far more on interpretation of data in terms of context, and using frequency tables and spreadsheets rather than just graphing

Easier: Space, odd/even, money

From	To	Emphasis is now on
Classify numbers as either odd or even	Gone	Delayed until year 4
Identify symmetry in the environment	Gone	Delayed until year 4
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents	Recognise the relationships between dollars and cents and represent money values in different ways	Using money in modelling contexts rather than counting out change

Year 4: major changes at a glance

Harder: Number, algebra, data

From	To	Emphasis is now on
New	Solve problems involving multiplying or dividing natural numbers by **multiples or powers of 10**	
Solve word problems by using number sentences involving multiplication or division where there is no remainder	Use **mathematical modelling** to solve financial and other practical problems, **formulating** the problem using number sentences, solving the problem choosing efficient strategies and **interpreting** the results in terms of the situation	Formulating and modelling; interpreting results in terms of the situation
New – *previously in year 5*	Choose **rounding** and **estimation** strategies to determine whether results of calculations are reasonable	Rounding was previously only for money, and not part of the achievement standard.
New	Follow and create **algorithms** that generate sets of numbers and identify emerging patterns	Shift from patterns and sequences to algorithms
	Changes in Data: Interpret data and communicate in context; Compare data distributions; Discuss shape and variation	Comparison, interpretation and examining multiple displays; describing shape and data variation
Use scaled instruments (length, mass, capacity, temperature)	Interpret **unmarked and partial units**	Unmarked and partial units

Easier: Angles, probability

From	To	Emphasis is now on
Classify angles in relation to a right angle	Compare angles relative to a right angle using angle names	Not using degrees. Use angle names, but in reference to right angles.
Probability (theoretical calculation)	Relative Frequency (gathered data)	Conducting experiments and examining outcomes
Compare 3D objects using familiar metric units of area and volume		3D volume is delayed until high school

Year 5: major changes at a glance

Harder: Number, algebra, data

From	To
New	Determine if one number is **divisible** by another
New – *previously year 6*	Recognise that 100% represents the complete whole and use **percentages** to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents
Addition and subtraction of fractions with the same denominator	Addition and subtraction of fractions with the same *or related* denominators
New	Create and use **algorithm**s involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns
New	Recognise and explain the connection between multiplication and division as **inverse operations** and use this to develop families of number facts
New	Interpret **line graphs** representing change over time; discuss the relationships that are represented and conclusions that can be made

Easier: Measurement, space, probability (but not chance experiments)

From	To
Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction	Removed
3D volume	Removed
Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original	Removed
Describe probabilities using fractions, decimals and percentages	Moved to year 6

Both easier and harder: Chance experiments

From	To
Conduct chance experiments with **equally likely outcomes** and **calculate theoretical probability** using fractions 0-1.	Conduct **repeated chance experiments** including those **without equally likely outcomes**, observe and record the results; but use **frequency** (experimental outcomes as a fraction) to compare outcomes and **estimate their likelihoods**, rather than calculating theoretical probability.

Year 6: major changes at a glance

Harder: Number, algebra, data, space, probability

From	To
New	Use **mathematical modelling** to solve financial and other practical problems involving percentages and rational numbers, **formulating** and solving the problem, and justifying choices.
New	Create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns
Fractions with related denominators: - locate and represent on a number line - add and subtract	**Don't have to have related denominators:** *"Apply knowledge of equivalence"* to: - compare, order and represent on number lines (e.g., halves, thirds, quarters on the same number line) and justify their order - add and subtract
New	Use estimation and rounding to check the reasonableness of answers to calculations involving decimals, rational numbers and percentages.
Find a **simple fraction** of a quantity where the result is a **whole number**	Find a **familiar fraction, decimal or percentage** of a quantity, including percentage discounts (*does not have to have a whole number answer*)
Construct simple prisms and pyramids	Compare the parallel cross-sections of objects and recognise their relationships to right prisms
Students locate an ordered pair in any quadrant on the Cartesian plane	Locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a **point is moved** to a different position in the plane
Data interpretation: - interpret and compare displays (2 categorical variables) - interpret secondary data	**Data interpretation:** - interpret and compare data sets (ordinal, nominal, categorical, discrete and **continuous numerical**) including displays - compare **distribution** in terms of **mode, range, shape** - identify, discuss, critique statistically informed arguments, methods, representations, conclusions in media
New	Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation
Chance experiments: - conduct experiments with small and large no.s of trials - compare observed and expected frequencies	**Chance experiments also now adds in:** - run simulations - discuss **effect on variation** of increasing the number of trials

Easier: Number, measurement

From	To
Triangular numbers	Removed
3D volume	Removed