

Foundation

Activity Number	Curriculum Links
<p>1) Forwards 1 to 10: Building Steps</p>	<p>Foundation ACMNA001</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.
<p>1) Forwards 10 to 20: Building Steps <i>(a little harder)</i></p>	<p>Foundation ACMNA002</p> <ul style="list-style-type: none"> Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.
<p>2) Number After: Greater Number</p>	<p>Foundation ACMNA003</p> <ul style="list-style-type: none"> Subitise small collections of objects.
<p>2) Number After: Greater Number <i>(a little harder)</i></p>	<p>Foundation ACMNA289</p> <ul style="list-style-type: none"> Compare, order and make correspondences between collections, initially to 20, and explain reasoning.
<p>3) Backwards 10 to 1: Building Steps</p>	<p>Foundation ACMNA005</p> <ul style="list-style-type: none"> Copy, continue and create patterns with objects and drawings.
<p>3) Backwards 20 to 10: Building Steps <i>(a little harder)</i></p>	<p>Year 1 ACMNA012</p> <ul style="list-style-type: none"> Skip count by twos... starting from zero.
<p>4) Number Before: Lesser Number</p>	<p>Year 1 ACMNA018</p> <ul style="list-style-type: none"> Investigate and describe number patterns formed by skip counting and patterns with objects.
<p>4) Number Before: Lesser Number <i>(a little harder)</i></p>	<p>Year 2 ACMNA026</p> <ul style="list-style-type: none"> Investigate number sequences, initially those increasing and decreasing by twos... from any starting point.
<p>5) Identifying Numbers 1 to 5: Building Steps <i>(a little easier)</i></p>	
<p>5) Identifying Numbers 6 to 10: Building Steps</p>	

Chapter 1) Counting

Year 1

Activity Number		Curriculum Links
Chapter 2) Bonds of 5	6) Bonds: Building a Wall	<p>Year 1 ACMNA015</p> <ul style="list-style-type: none"> Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. <p>Year 2 ACMNA029</p> <ul style="list-style-type: none"> Explore the connection between addition and subtraction.
	7) Fluency: Filling a Wall	
	8) Fluency: Tic-Tac-Toe	
	9) Fluency: Racing Cars	
	10) Addition: Building a Wall	
	11) Subtraction: Building a Wall	
	12) Equation: Building <i>(a little easier)</i>	
	12) Equation: Building	
	13) Missing Number Equations: Fill a Row <i>(a little easier)</i>	
	13) Missing Number Equations: Three In a Row	
	13) Missing Number Equations: Tic-Tac-Toe <i>(a little harder)</i>	
	14) Representing Addition: Thinkboard	
	14) Representing Subtraction: Thinkboard	
	15) Word Problems: Whole to 5	

Activity Number		Curriculum Links
Chapter 3)	16.1 / 16.2) Bonds: Building a Wall	<p>Year 1 ACMNA015</p> <ul style="list-style-type: none"> Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.
	17) Fluency Doubles: Filling a Wall	
	18) Fluency Halves: Filling a Wall	
	19) Near Double: Strategy Concept	
	19) Near Double: Strategy Concept <i>(a little harder)</i>	
	20) Near Double: Strategy Fluency	

Activity Number		Curriculum Links
Chapter 4)	21.1 / 21.2) Bonds: Building a Wall	<p>Year 1 ACMNA015</p> <ul style="list-style-type: none"> Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.
	22) Bonds: Multiple Representations	
	23) Fluency: Tic-Tac-Toe	
	24) Addition: Building a Wall	
	25) Subtraction: Building a Wall	



Year 2

Activity Number	Curriculum Links
26.1 / 26.2) Bonds: Building a Wall	<p>Year 2 ACMNA029</p> <ul style="list-style-type: none"> Explore the connection between addition and subtraction. <p>Year 2 ACMNA030</p> <ul style="list-style-type: none"> Solve simple addition and subtraction problems using a range of efficient mental and written strategies. <p>Year 2 ACMNA036</p> <ul style="list-style-type: none"> Solve problems by using number sentences for addition or subtraction. <p>Year 3 ACMNA054</p> <ul style="list-style-type: none"> Recognise and explain the connection between addition and subtraction.
27) Fluency: Filling a Wall	
28) Fluency: Tic-Tac-Toe	
29) Addition: Building a Wall	
30) Subtraction: Building a Wall	
31) Equation: Building	
31) Equation: Building (<i>a little easier</i>)	
32) Missing Number Equations: Fill a Row	
32) Missing Number Equations: Tic-Tac-Toe (<i>a little harder</i>)	
33) Representing Addition: Thinkboard	
33) Representing Subtraction: Thinkboard	

Chapter 5) Bonds of 10

Activity Number	Curriculum Links
34) Bonds of 6 or 7 - Bonds: Building a Wall	<p>Year 2 ACMNA029</p> <ul style="list-style-type: none"> Explore the connection between addition and subtraction. <p>Year 2 ACMNA030</p> <ul style="list-style-type: none"> Solve simple addition and subtraction problems using a range of efficient mental and written strategies. <p>Year 2 ACMNA036</p> <ul style="list-style-type: none"> Solve problems by using number sentences for addition or subtraction. <p>Year 3 ACMNA054</p> <ul style="list-style-type: none"> Recognise and explain the connection between addition and subtraction.
34) Bonds of 8 or 9 - Bonds: Building a Wall	
35.1 / 35.2) Subtraction: Building a Wall	
36) Fluency: Shake and Spill	
37) Fluency: Racing Monster Trucks	
38) Bonds of 6 or 7 - Equation: Building	
38) Bonds of 8 or 9 - Equation: Building	
39) Bonds of 6 - Missing Number Equations: Tic-Tac-Toe	
39) Bonds of 7 - Missing Number Equations: Tic-Tac-Toe	
39) Bonds of 8 - Missing Number Equations: Tic-Tac-Toe	
39) Bonds of 9 - Missing Number Equations: Tic-Tac-Toe	
40) Word Problems: Wholes to 10	

Chapter 6) Bonds of 6, 7, 8, 9

Year 2

Activity Number	Curriculum Links
41) Bonds: Three In a Row	Year 1 ACMNA014
42) Bonds: Multiple Representations	<ul style="list-style-type: none"> Count collections to 100 by partitioning numbers using place value.
43) Bonds: Place Value Partitioning	
44) Addition and Subtraction: Ten and One	Year 2 ACMNA029
45) Addition: Building With Three Parts	<ul style="list-style-type: none"> Explore the connection between addition and subtraction.
46.1 / 46.2) Equation: Building	
47) Addition: Building a Wall	Year 2 ACMNA030
48.1 / 48.2) Subtraction: Tic-Tac-Toe	<ul style="list-style-type: none"> Solve simple addition and subtraction problems using a range of efficient mental and written strategies.
49) Missing Number Equations: Tic-Tac-Toe	
49) Missing Number Equations: Tic-Tac-Toe <i>(a little harder)</i>	Year 3 ACMNA054
50) Bridging Ten Addition: Strategy 9+	<ul style="list-style-type: none"> Recognise and explain the connection between addition and subtraction.
50) Bridging Ten Addition: Strategy 19+ <i>(a little harder)</i>	
51) Bridging Ten Addition: Strategy 8+	
51) Bridging Ten Addition: Strategy 18+ <i>(a little harder)</i>	
52) Bridging Ten Addition: Strategy 7, 8, 9+	
52) Bridging Ten Addition: Strategy Teen+ <i>(a little harder)</i>	
53) Bridging Ten Subtraction: Strategy Taking Away	
53) Bridging Ten Subtraction: Strategy Taking Away <i>(a little harder)</i>	
54) Bridging Ten Subtraction: Strategy Adding On	
54) Bridging Ten Subtraction: Strategy Adding On <i>(a little harder)</i>	
55) Partitioning Addition: Strategy Five Plus Bonds	
55) Partitioning Addition: Strategy Five Plus Bonds <i>(a little harder)</i>	
56) Partitioning Subtraction: Strategy Five Plus Bonds	
56) Partitioning Subtraction: Strategy Five Plus Bonds <i>(a little harder)</i>	

Chapter 7) Ten Plus Bonds



Year 3

Activity Number	Curriculum Links	
Chapter 8) Doubling and Halving to 20	<p>Year 2 ACMNA030</p> <ul style="list-style-type: none"> Solve simple addition and subtraction problems using a range of efficient mental and written strategies. <p>Year 3 ACMNA055</p> <ul style="list-style-type: none"> Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. 	
		57.1 / 57.2) Bonds: Building a Wall
		58) Fluency Doubles: Filling a Wall
		59) Fluency Halves: Filling a Wall
		60) Fluency Doubles: Racing Kayaks
		61) Fluency Halves: Racing Snowboards
		62) Near Double: Strategy Concept
62) Near Double: Strategy Concept (<i>a little harder</i>)		
63) Near Double: Strategy Fluency		

Activity Number	Curriculum Links	
Chapter 9) Bonds of 11 to 20	<p>Year 3 ACMNA054</p> <ul style="list-style-type: none"> Recognise and explain the connection between addition and subtraction. <p>Year 3 ACMNA055</p> <ul style="list-style-type: none"> Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. <p>Year 4 ACMNA083</p> <ul style="list-style-type: none"> Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction. 	
		64) Addition: Lulu
		65) Subtraction: Difference
		66) Equation: Building
		67) Missing Number Equations: Racing Motorcycles
		68) Word Problems: Wholes to 20
		69) Near Ten: Strategy +9
		69) Near Ten: Strategy +9 (<i>a little harder</i>)
		70) Near Ten: Strategy -11
		70) Near Ten: Strategy -11 (<i>a little harder</i>)
		71) Near Ten: Strategy -9
71) Near Ten: Strategy -9 (<i>a little harder</i>)		

Bond Blocks Addition and Subtraction to 20 covers the highlighted sections of the Australian Curriculum.
australiancurriculum.edu.au/f-10-curriculum/mathematics

Foundation Year Content Descriptions Number and Algebra

Number and place value

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001).
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002).
- Subitise small collections of objects (ACMNA003).
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289).
- Represent practical situations to model addition and sharing (ACMNA004).

Number and place value

- Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005).

Year 1 Content Descriptions Number and Algebra

Number and place value

- Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012).
- Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013).
 - * Bond Block focus numbers < 30.
- Count collections to 100 by partitioning numbers using place value (ACMNA014).
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015).
 - » developing a range of mental strategies for addition and subtraction problems.

Patterns and algebra

- Investigate and describe number patterns formed by skip-counting and patterns with objects (ACMNA018).

Year 2 Content Descriptions Number and Algebra

Number and place value

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026).
- Recognise, model, represent and order numbers to at least 1000 (ACMNA027).
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028).
- Explore the connection between addition and subtraction (ACMNA029).
 - becoming fluent with partitioning numbers to understand the connection between addition and subtraction.
 - using counting on to identify the missing element in an additive problem.
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030).
 - becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10.
 - modelling and representing simple additive situations using materials such as 10 frames, 20 frames and empty number lines.
- Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031).
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032).

Patterns and algebra

- Describe patterns with numbers and identify missing elements (ACMNA035).
 - investigating features of number patterns resulting from adding twos, fives or 10s.
- Solve problems by using number sentences for addition or subtraction (ACMNA036).
 - representing a word problem as a number sentence.
 - writing a word problem to represent a number sentence.

Year 3 Content Descriptions Number and Algebra

Number and place value

- Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051).
- Recognise, model, represent and order numbers to at least 10 000 (ACMNA052).
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053).
- Recognise and explain the connection between addition and subtraction (ACMNA054).
 - demonstrating the connection between addition and subtraction using partitioning or by writing equivalent number sentences.
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055).
 - recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers.
 - combining knowledge of addition and subtraction facts and partitioning to aid computation (for example, $57 + 19 = 57 + 20 - 1$).
- Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056).
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057).

Patterns and algebra

- Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060).