Te Tāhuhu o te Mātauranga
Ministry of Education

Te Poutāhū
Curriculum Centre

Mathematics and Statistics Learning Area Years 0-10

20 October 2025

Priority 1: Establishing a knowledge-rich curriculum grounded in the science of learning
Priority 2: Implementing evidence-based instruction in early literacy and mathematics

We are pleased to release the curriculum content for the New Zealand Curriculum Years 0–10 Mathematics and Statistics. The learning area is now ready for you to use, starting from Term 1, 2026.

Mathematics and Statistics Years 0-10 on Tāhūrangi

This information sheet provides details about the final version of Mathematics and Statistics Years 0–10 to help you get ready and start embedding the new content in your classrooms from the start of 2026.

To ensure strong alignment and a well-sequenced progression across the entire learning pathway from Years 0–10, we've also made updates to the existing Years 0–8 content. You will see these changes in this version of Mathematics and Statistics Years 0–10.

What you will notice across all learning areas

UKD Change — in previous versions of the draft learning areas, the Understand, Know and Do components had been woven together within the Progress Outcomes. In the updated versions, the concepts of understanding, knowledge and practice are strengthened, while the terms Understand, Know and Do are no longer explicitly referred to in the curriculum.

Purpose Statement — describes why the learning area is important and how it contributes to a student's education. It captures the enduring big ideas that students develop understanding of over the years and sets out the context for teaching and learning programmes.

Learning Area Structure — defines the knowledge strands used as the major organisational components within the learning area. It lays out how the related knowledge and practices are grouped into distinct areas of disciplinary focus.

Introduction — presents the increasingly sophisticated journey of the learning area as the knowledge and practices unfold across Years 0–10. It describes the evolving role of teachers and the different emphasis of teaching and learning programmes across the different year levels.

The year-by-year teaching sequence, organised through the knowledge strands, sets out the knowledge and practices to be taught each year. Together, the knowledge and practice statements support students to build deep understanding and fluency in each learning area.

Through engaging with the disciplinary knowledge and practices of the learning areas, students develop capabilities essential for lifelong learning.

The enactment of the teaching sequence is shaped by teachers who design learning in response to their learners, adjusting the order and emphasis and adding appropriate contexts and content.

Specific changes to look out for in Mathematics and Statistics Years 0–10

Across all years

- Removed teaching considerations. These will be in supporting resources; removing these has enabled the size of the Mathematics and Statistics Learning Area to be reduced while making essential content more explicit.
- Removed content about explicit teaching, and generic content about inclusive teaching and learning. This has been repositioned as part of the overarching NZC framework.
- Across all year groups, algorithmic thinking has been removed, and this now sits within the Technology Learning Area.
- Statistics: the approach to organising Statistics knowledge and practices has been changed for all year levels. Probability begins from Year 5 and the approach to organising probability knowledge and practices has been changed.

Phase 1 (Years 0–3)

- Greater specificity of number ranges (e.g. ‘Read and write whole numbers up to at least 10’ changed to ‘Read and write numbers to 20’).
- Key knowledge identified at a more granular level (e.g. the effect of multiplication by 0).
- A focus on fundamental place value knowledge.
- Probability strand removed to allow greater focus on Number.

Phase 2 (Years 4–6)

- Increased focus on learning multiplication and division facts.
- Clearer progression of fractions.
- Decimals up to three decimal places in preparation for Year 7 and 8.

Phase 3 (Years 7–8)

- Clearer progression between Years 7 and 8.
- Content preparing students for Years 9 and 10 (e.g. identifying parts of a circle and aspects of algebraic notation).

Phase 4 (Years 9–10)

- The Algorithmic Thinking strand has been removed and now sits within the Technology Learning Area.
- Statistics and probability are written with a different structure. The statistical enquiry cycle is no longer used as the main structure for the strand.

More detailed unpacking of changes to Years 0–8 can be found **here.**

Valuable feedback from the education sector received during consultation earlier this year helped to shape the updated curriculum content for Years 9–10 Mathematics and Statistics. You can view this **here.**

Supports

We understand that effective implementation and sustainable change cannot be achieved overnight – it is a shared and ongoing commitment. To support the updated curriculum timeline schools and kura will be supported every step of the way.

These supports will include:

- Quick guides and revised teacher support materials to help use structured literacy approaches
- Targeted professional learning and development (PLD) including subject specific PLD and change leadership PLD
- Teacher Only Day and Curriculum Day materials to support leaders to lead curriculum implementation in 2026
- Curriculum Advisory Service will support you to unpack the curriculum during Term 4 and beyond
- Curriculum Roadshows for Years 0-8 and 9-13 for school and kura leaders
- Regional workshops to unpack the curriculum from Term 4 in November
- Targeted Structured Literacy Approaches and writing PLD for every school with students in Years 7-10
- Subject Associations to deliver aligned supports and resources focused on Year 9 students (through Networks of Expertise (NEX))
- Cross-curricula resources for teachers of Year 9 students, these include:
    - annual and unit plans
    - learning kits with lesson plans.

New Supports for Years 9–10 Mathematics and Statistics
From Term 1, 2026, Year 9-10 teachers will be provided with PLD and resources to support the implementation of the revised curriculum. This provides the same level of support we provided to Years 0-8.

The resources will provide teachers with digital materials that include lesson plans, teaching materials, and student practice materials.

Support material can be found on Tāhūrangi New Zealand Curriculum Home