

Ministry-funded Y0-Y8 Maths Resource Curriculum Alignment Guide

The purpose of this guide is to enable schools to use existing Ministry-funded Maths resources with the updated Mathematics and Statistics learning area (October 2025). The guide identifies the Strands, Elements and Practices in the updated Maths and Statistics learning area and shows the location of this learning in existing print and digital resources.

Learning Level	Phase 1 - Years 0-3
Supplier	Maths - No Problem!

Key:

Digital TB & Print (TB & WB) — lesson exists digitally on the Hub and in the correct printed Textbook and Workbook for the year group

Digital (TB) & Print (WB) — The Textbook lesson is only available digitally on the Hub, the Workbook pages are available in the correct printed Workbook for the year group

Digital TB, Teacher to print WB pages — The Textbook lesson is only available digitally on the Hub. The teacher must print the Workbook pages from the Hub for the students to complete

First 6 months

Strand & Element	Practices The skills, strategies, and applications to teach	Resource Title	Resource Type	Page/Section Reference
Number: number structures	Subitising (recognising without counting) the number of objects in a small collection (3–5 objects)	Foundations A	Digital TB & Print (TB & WB)	Chapters 1, 2, 4, 5, 6, 8
	Counting collections of up to 10 objects using one-to-one correspondence	Foundations A Foundations B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 9 Chapters 1, 3, 4, 6, 7
	Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20	Foundations A Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 8 and 5 Chapters 1, 2 and 3
	Reading and writing whole numbers up to 20	Foundations A Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 8 Chapter 1 Chapters 6, 2, and 3
	Locating whole numbers on a fully labelled number line	Foundations C	Digital TB & Print (TB & WB)	Chapter 3
	Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5 th , using words	Foundations A Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 6 and 8 Chapter 2 Chapters 2 and 3
	Recognising when a quantity is greater than, less than, or the same as another quantity	Foundations A Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 3 and 6 Chapter 2 Chapters 2 and 3
Number: operations	Memorising addition and subtraction facts up to 5 (e.g. $2 + 3 = 5$)	Foundations A	Digital TB & Print (TB & WB)	Chapters 8 and 9

Number: operations	Naming the number before or after a given number in the counting sequence up to 10	Foundations B	Digital TB & Print (TB & WB)	Chapters 3 and 5
Algebra: equations and relationships	Copying, continuing, creating, and describing a repeating pattern with two elements (e.g. cat, dog, cat, dog, _____, _____)	Foundations A Foundations B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 4 Chapter 8
	Using ordinal numbers up to 5th place to describe position in a sequence	Foundations B	Digital TB & Print (TB & WB)	Chapter 2
Measurement: measuring	Directly comparing two objects by an attribute (e.g. length, mass (weight), capacity)	Foundations A Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 1, 2 and 3 Chapters 9 and 10 Chapters 7 and 8
	Connecting days of the week to familiar events and daily routines (e.g. via the class timetable)	Foundations A	Digital TB & Print (TB & WB)	Chapters 3,6 and 7
	Naming and ordering the days of the week, including naming the day before and the day after	Foundations A	Digital TB & Print (TB & WB)	Chapter 7
Geometry: shapes	Identifying, sorting by one attribute, and describing familiar 2D shapes, including triangles, circles, and rectangles (including squares)	Foundations A	Digital TB & Print (TB & WB)	Chapters 10 and 11
Geometry: pathways	Following instructions to move to a familiar location or locate an object	Foundations A Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 12 Chapter 11

Year 1

Strand & Element	Practices The skills, strategies, and applications to teach	Resource Title	Resource Type	Page/Section Reference	Notes
Number: number structures	Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects)	Foundations A Foundations B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 1 - Activity 3 Chapters 3 and 5	
	Reading and writing whole numbers up to 100, and representing them using base 10 structure	Foundations C 2A 2B 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 14 Chapter 6 - Lesson 2 Chapter 10 - Lesson 2 Chapter 15 - Lessons 2 and 3	Bridging lessons Bridging lessons Bridging lessons
	Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100	Foundations C	Digital TB & Print (TB & WB)	Chapters 3 and 14	
	Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	2B 2B	Digital (TB) & Print (WB) Digital TB, Teacher to print WB pages	Curriculum alignment Lessons 10 - 14 Chapter 15 Lessons 1,4	Bridging lessons Bridging lessons
	Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100	Foundations C 2A 2A 2A	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 14 Chapter 1, Lessons 5,6,7 Chapter 5, Lessons 1,2 Chapter 6, Lessons 3,4	Bridging lessons Bridging lessons Bridging lessons
	Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects	Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 3, 4, 6, and 7 Chapters 1, 2, 3, and 12	
	Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s)	Foundations C 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 4, 5, 6 Chapter 12 - Lessons 1,2,3,4, and 5	Bridging lessons
	Using te reo Māori for numbers up to 30	2A 2A	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 1 - Lessons 1,4 Chapter 6 - Lesson 2	Te reo Māori up to 10. Te reo Māori to 20.
	Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s)	Foundations C 2A 2A	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 1, 2, 3, and 14 Chapter 3 - Lesson 2 Chapter 4 - Lesson 3	In foundations, number tracks are used. Teachers could use number lines alongside number tracks in the listed chapters. Bridging to Year 2 should not be required if integrating a number line.
	Number: operations	Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$)	Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 4, 6, and 7 Chapters 4, 5, 6 and 9
Memorising doubles and halves to 10		Foundations C	Digital TB & Print (TB & WB)	Chapters 4 and 5	
Adding ten to a one-digit number		Foundations C 2A 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapters 3,14 Chapter 6 - Lesson 2 Chapter 15 - Lesson 2	Bridging lessons Bridging lessons

Number: operations	Adding and subtracting one- and two-digit numbers up to 20, including 0	Foundations B Foundations C 2A	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 4 Chapters 1,4,12 Chapter 7	Bridging lessons
		2A	Digital TB, Teacher to print WB pages	Chapter 3 and 4	Optional Bridging lessons for additional practice.
	Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$).	Foundations A Foundations B Foundations C 2A	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 9 Chapters 4,6,7 Chapters 3,4,5,12 Chapter 7	Bridging lessons
		2A	Digital TB, Teacher to print WB pages	Chapter 3 and 4	Optional Bridging lessons for additional practice.
	Multiplying and dividing using equal grouping or counting for products and dividends within 20	Foundations C 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapters 5, 6 and 9 Chapter 12 - Lessons 1,2, 3 Chapter 13 - Lesson 2	Bridging lessons
	2B	Digital TB, Teacher to print WB pages		Bridging lessons	
	Naming the number before or after a given number in the counting sequence up to 20	Foundations A Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 5,6, and 8 Chapters 2 and 5 Chapters 2 and 3	
	Solving one-step problems involving addition and subtraction using objects and pictorial representations	Foundations C 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 12 Chapter 11	Optional Bridging for additional challenge.
Number: rational numbers	Recognising and representing halves and quarters as fractions of sets, quantities, and regions, using equal parts of the whole	Foundations C 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 13 Chapter 14 - Lessons 1 and 2	Optional Bridging lessons for additional practice and challenge.
	Finding a half or quarter of a set using equal sharing and grouping	Foundations C 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 13 Chapter 14 - Lesson 3	Optional Bridging lessons for additional practice and challenge.
	Using te reo Māori naming of halves (haurua) and quarters (hauwhā)				Not in MNP Resource*
	Connecting $\frac{1}{2}$ and $\frac{1}{4}$ through halving	Foundations C	Digital TB & Print (TB & WB)	Chapter 13	
Number: financial maths	Recognising and knowing the value of New Zealand denominations of currency (i.e, our coins and notes)	Foundations C 2B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 9 Chapter 17 - Lessons 1 and 2	Bridging lessons
Algebra: equations and relationships	Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + _$)	Foundations B 2A	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapters 4,6,7,8 Chapters 3 and 4	Bridging lessons
	Checking the truth of number sentences involving addition and subtraction of one-digit numbers (e.g. $7 - 5 = 6 - 4$, true or false?)	Foundations B	Digital TB & Print (TB & WB)	Chapter 8	
	Copying, continuing, creating, and describing a repeating pattern with three elements	Foundations B	Digital TB & Print (TB & WB)	Chapter 8	

* Supports are in development for 'Practices' that are not currently included in existing Ministry-funded maths resources

Algebra: equations and relationships	Identifying missing elements in a pattern (e.g. red, green, blue, red, _____, blue)	Foundations A Foundations B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 4 Chapter 8	
Measurement: measuring	Comparing the length, mass (weight), or capacity of objects directly or indirectly (e.g. by comparing each of them with another reference object, used repeatedly)	Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 9 and 10 Chapters 7 and 8	
	Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 9 and 10 Chapters 7, 8, 11 - Activity 2	
	Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes, or seconds	2B	Digital TB, Teacher to print WB pages	Chapter 16 - Lesson 4	Bridging lessons
	Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next)	Foundations A	Digital TB & Print (TB & WB)	Chapter 7	
	Telling the time on analogue and digital clocks to the hour, using the language of 'o'clock'	2B	Digital TB, Teacher to print WB pages	Chapter 16 - Lesson 1	Bridging lessons
Geometry: shapes	Identifying, describing, and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders, and spheres	Foundations A Foundations B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 10 and 11 Chapters 11 and 12	
Geometry: spatial reasoning	Composing a compound shape using smaller shapes by trial and error, and decomposing a shape into smaller shapes	Foundations A Foundations B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapters 11 and 12 - Activity 5 Chapter 11 Chapter 11 - Activity 3	
Geometry: pathways	Following instructions to move to a familiar location or locate an object	Foundations A Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 12 Chapter 11 - Activity 5	
	Using pictures, diagrams, or stories to describe the positions of objects and places.	Foundations A	Digital TB & Print (TB & WB)	Chapter 12	
	Using positional language to describe the position and movement of objects (e.g. above, below, left, right, in-front, behind, top, bottom, inside, outside, on, under, next to)	Foundations A	Digital TB & Print (TB & WB)	Chapter 12	
Statistics: Developing knowledge from data	Collecting categorical data for an investigative question with limited categories (e.g. Do students in our class have one foot longer than the other?)	Foundations C	Digital TB & Print (TB & WB)	Chapter 10, Activity 2	
	Recording data using tally charts	Foundations C	Digital TB & Print (TB & WB)	Chapter 10, Activity 5	
Statistics: Visualisation of data	Creating picture graphs for categorical data	Foundations C	Digital TB & Print (TB & WB)	Chapter 10, Activity 1	
Statistics: Interpretation of data	Describing a picture graph by giving the frequency for each category	Foundations C	Digital TB & Print (TB & WB)	Chapter 10, Activity 3	
	Answering questions about a picture graph, including which category has the most or least items	Foundations C	Digital TB & Print (TB & WB)	Chapter 10, Activity 3	

Year 2

Strand & Element	Practices The skills, strategies, and applications to teach	Resource Title	Resource Type	Page/Section Reference	Notes
Number: number structures	Reading and writing whole numbers up to 120, and representing them using base 10 structure	2B	Digital TB & Print (TB & WB)	Chapter 15 - Lesson 1 and 2	Maths - No Problem teaches numbers to 20 and numbers to 100 separately as critical place value understanding. Teachers should extend practice questions to 120 when students have mastered numbers to 100.
	Comparing and ordering whole numbers up to 120	2B	Digital TB & Print (TB & WB)	Chapter 15 - Lesson 3 and 4	
	Counting forwards in 3s from multiples of 3s	2B	Digital TB, Teacher to print WB pages	Curriculum Alignment - Lesson 9	
	Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120	2B	Digital TB, Teacher to print WB pages	Curriculum Alignment - Lessons 10-17	
	Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)	Foundations C 2B	Digital TB Digital TB & Print (TB & WB)	Chapter 14, Activity 1 & 2 Chapter 15 - Lesson 1	
	Using te reo Māori for numbers up to 100	3A	Digital TB & Print (TB & WB)	Chapter 1 - Lesson 1	Bridging lesson
	Identifying odd and even numbers up to 120	3A	Digital TB, Teacher to print WB pages	Chapter 4 - Lesson 8	Bridging lessons
	Rounding numbers up to 120 to the nearest 10	2B	Digital TB, Teacher to print WB pages	Chapter 15 - Lesson 4.1 (supplementary digital lesson)	This lesson covers numbers to 100. Teachers may want to extend to 120
	Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120	2B	Digital TB & Print (TB & WB)	Chapter 15 - Lesson 1 and 2	Maths - No Problem teaches numbers to 20 and numbers to 100 separately as critical place value understanding. Teachers should extend practice questions to 120 when students have mastered numbers to 100.
	Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)				Not in MNP Resource*
Number: operations	Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$)	2A	Digital TB & Print (TB & WB)	Chapter 7	
	Memorising doubles and halves to 20	2B 2B Foundations C	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB - No WB required	Chapter 12 - Lesson 4 Chapter 14 - Lesson 3 Chapter 5, Activity 3	This can provide an opportunity for scaffolding or additional practice if required. Using this activity teachers can increase the size of numbers up to 20 to adapt for year 2.
	Adding 100 to a one-digit number				Not in MNP Resource*

* Supports are in development for 'Practices' that are not currently included in existing Ministry-funded maths resources

Number: operations	Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$)	2B	Digital (TB) & Print (WB)	Curriculum Alignment - Lessons 1 to 8	
	Adding and subtracting 3 one-digit numbers (e.g. $7 + 3 + 6$).	3A	Digital TB, Teacher to print WB pages	Chapter 2 - Lesson 13	Bridging lessons
	Solving one-step addition and subtraction problems involving numbers up to 100	2A	Digital TB & Print (TB & WB)	Chapters 3, 4, and 7	Explore and master throughout all addition and subtraction chapters use one-step or multi-step problems.
	Solving multi-step addition and subtraction problems involving numbers up to 20	2B	Digital TB & Print (TB & WB)	Chapter 11	
	Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	2B	Digital (TB) & Print (WB)	Curriculum Alignment - Lessons 16, 17, and 18	
	Memorising multiplication and corresponding division facts for 2s, 5s, and 10s	2B	Digital (TB) & Print (WB)	Curriculum Alignment - Lessons 1 to 8	Teachers should add examples of corresponding division facts or 2's, 5's and 10's. Alternatively, teachers may use 3A Chapter 4, Lessons 3,4 and 5 for explicit division lessons of 2's, 5's and 10's.
	Multiplying and dividing with products and dividends up to 100	2B 2B 3A	Digital TB & Print (TB & WB) Digital (TB) & Print (WB) Digital TB, Teacher to print WB pages	Chapter 13 and 14 Curriculum Alignment - Lessons 9 to 18 Chapter 4	
Number: rational numbers	Recognising, reading, writing (using symbols and words), and representing halves, thirds, and quarters ($\frac{1}{3}, \frac{1}{4}, \frac{2}{4}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$) as fractions of sets, quantities, and regions, using equal parts of the whole	2B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 14 - Lesson 1 Chapter 14 - Lesson 2 Chapter 14 - Lesson 2.1 Chapter 14 - Lesson 3 Chapter 13 - Lesson 4	Bridging Lesson
	Recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	2B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 14 - Lesson 2 Chapter 13 - Lesson 2	Bridging Lesson
	Directly comparing two fractions involving halves, thirds, or quarters	3B	Digital TB, Teacher to print WB pages	Chapter 13 - Lesson 7 and 8	Bridging Lesson
	Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones)	2B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 14 - Lesson 3 Chapter 13 - Lesson 13 to 16	Bridging Lesson (thirds)
	Finding a whole when given a $\frac{1}{2}, \frac{1}{3},$ or $\frac{1}{4}$ of a length, shape, or set of objects or quantities	2B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 14 - Lesson 4 Chapter 13 - Lesson 16.1	Bridging Lesson
Number: financial maths	Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value	Foundations C 2B	Digital TB, Teacher to print WB pages Digital TB & Print (TB & WB)	Chapter 9 Chapter 17 - Lesson 1 & 2	

Number: financial maths	Combining denominations of currency (either all notes or all coins) to make a particular value	Foundations C	Digital TB, Teacher to print WB pages	Chapter 9	Bridging lesson (optional) - Teachers may choose to review or scaffold using foundations, Book C, Chapter 9.
Algebra: equations and relationships	Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division using tens frames, discrete materials, or number lines (e.g. $18 + _ = 17 + 6$, $6 \div _ = 2$, $2 + 2 + 2 = 3 \times 2$, true or false?)	2A 2B 2B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital (TB) & Print (WB)	Chapter 3 - Lesson 3 and 4 Chapter 11 - Lesson 2 Curriculum Alignment - Lesson 9	
	Checking the truth of number sentences involving direct comparisons of whole numbers up to 120 (e.g. $16 > 60$, true or false?)	2A 2A 2B 2B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 1 - Lesson 5 to 7 Chapter 6 - Lesson 3 & 4 Chapter 10 - Lesson 4 Chapter 15 - Lesson 3	Examples of numbers to 100 used. Teachers should add examples of numbers to 120 to these lessons.
	Recognising and describing the unit of repeat in a repeating pattern, and using the unit of repeat and ordinal position in a repeating pattern to predict further elements (e.g. ACDC in the pattern ACDCACDCACDC)	2A 2A 2B 2B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 6 - Lesson 5 Chapter 8 - Lesson 4 Chapter 10 - Lesson 6 Chapter 15 - Lesson 4	
Measurement: measuring	Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object	2A 2B 2B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 9 - Lesson 2 & 3 Chapter 19 - Lesson 2 Chapter 18 - Lesson 2	
	Estimating and measuring length (cm), mass (g), and capacity (ml), using tools with labelled markings and whole-number metric units	3A 3A 3B	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 5 - Lesson 1, 2 Chapter 6 - Lesson 1,2,3 Chapter 15 - Lesson 3,4	Bridging Lesson Bridging Lesson Bridging Lesson
	Comparing and ordering several objects using informal units of length, mass (weight), or capacity	2A 2B 2B 2B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 9 - Lesson 1 Chapter 18 - Lesson 1 Chapter 19 - Lesson 1 Chapter 11 - Lesson 6	
	Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	2B	Digital TB & Print (TB & WB)	Chapter 20 - Lesson 3	
	Naming and ordering the months and seasons	2B	Digital TB & Print (TB & WB)	Chapter 16 - Lesson 6	
	Describing durations of familiar events using years, months, weeks, and days, or hours, minutes and seconds	2B	Digital TB & Print (TB & WB)	Chapter 16 - Lesson 4	
	Naming the month before and the month after	2B	Digital TB & Print (TB & WB)	Chapter 16 - Lesson 6	
	Using ordinal numbers to identify months of the year	2B	Digital TB & Print (TB & WB)	Chapter 16 - Lesson 6	
	Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of 'past' and 'o'clock'	2B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 16 - Lesson 1 & 2 Chapter 14 - Lesson 1 & 2	Bridging Lesson
	Measuring the perimeter of polygon using metric units	3B 4B	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 11 - Lesson 6.1 Chapter 15 - Lesson 1 & 2	Bridging Lesson Bridging Lesson

Geometry: shapes	Identifying, describing, visualising, and sorting 2D and 3D shapes, including ovals, semicircles, polygons (e.g. hexagons, pentagons), rectangular prisms (cuboids), pyramids, and cones, using the attributes of shapes	2A 3B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 8 - Lesson 1, 2, & 3 Chapter 11 - Lesson 1, 2, 5 Chapter 12 - Lesson 1, 2, 3, 4	
Geometry: spatial reasoning	Flipping, sliding, and turning 2D shapes to make a pattern or compose a shape	Foundations A Foundations B Foundations C 2A	Digital lesson Digital lesson, Teacher to print WB Digital lesson, Teacher to print WB Digital TB & Print (TB & WB)	Chapter 11 - Activity 4 Chapter 11 Chapter 11 - Activity 3 Chapter 8 - Lesson 4	Students will have covered the foundations content in year 1.
Geometry: pathways	Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns	2B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 20, lesson 2, 3 Chapter 11, lesson 9	Bridging Lesson
	Interpreting diagrams to describe the positions of objects and places in relation to other objects and places.	2A 2B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 5, lesson 3 Chapter 20, lesson 1, 2 Chapter 11, lesson 9.1	Bridging Lesson
Statistics: Developing knowledge from data	Collecting categorical data for an investigative question with limited categories (e.g. What are the favourite pets of students in our class?)	Foundations C	Digital lesson, Teacher to print WB	Chapter 10	Teachers create a journal task that asks children to collect categorical data with limited categories.
	Sorting categorical data into categories and considering if "other" should be a category for sorting rare responses	Foundations C	Digital lesson, Teacher to print WB	Chapter 10	Teachers continue the above journal task and sort collected data into categories. Consider the necessity of an 'other' column.
	Recording data using tally charts	3A	Digital TB, Teacher to print WB pages	Chapter 8 - Lesson 5	After teaching this lesson on how to read tally charts, a journal task can be used that requires children to record data using a tally chart.
Statistics: Visualisation of data	Creating data visualisations for categorical data	Foundations C 3A	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 10 Chapter 8 - Lesson 6 Mind challenge	
Statistics: Interpretation of data	Describing data visualisations using the variable name and the context and giving the frequency for each category	3A	Digital TB, Teacher to print WB pages	Chapter 8 - Lessons 1 to 5	
	Answering questions about data visualisations, including which category has the most or least items	3A	Digital TB, Teacher to print WB pages	Chapter 8 - Lessons 1 to 5	

Year 3

Strand & Element	Practices The skills, strategies, and applications to teach	Resource Title	Resource Type	Page/Section Reference	Notes
Number: number structures	Reading and writing whole numbers up to 1,000, and representing them using base 10 structure	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 1 Curriculum Alignment — Lesson 2	
	Recognising the place value of each digit in a three-digit number	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 3	
	Comparing and ordering whole numbers up to 1,000	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 4	
	Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)	4A	Digital TB, Teacher to print WB pages	Chapter 1 — Lesson 6 Chapter 1 — Lesson 7	Bridging Lesson Bridging Lesson
	Estimating the answer to a calculation	4A	Digital TB, Teacher to print WB pages	Chapter 2 — Lesson 7	Bridging Lesson (Optional) Estimating is integrated throughout the series in a range of contexts.
	Rounding numbers to the nearest 10 or 100	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 17 Curriculum Alignment — Lesson 18	
	Counting forwards and backwards in 2s, 3s, 4s, 5s, and 8s from multiples of these numbers (e.g. 20, 15, 10, 5; 8, 16, 24, 32)	3A 3B 4A	Digital TB & Print (TB & WB) Digital (TB) & Print (WB) Digital TB, Teacher to print WB pages	Chapter 3 — Lesson 2,3,4,5 Curriculum Alignment — Lesson 11, 12 Chapter 3 — Lesson 4,7	Bridging Lesson
	Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000	3A 3A	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 1 — Lesson 5 Chapter 1 — Lesson 6	
Number: operations	Finding the complement of a number to 100 (e.g. $34 + _ = 100$)				Not in MNP resource*
	Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)	3B 3B 3B 3B 3B 3B	Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 5 Curriculum Alignment — Lesson 6 Curriculum Alignment — Lesson 7 Curriculum Alignment — Lesson 8 Curriculum Alignment — Lesson 9 Curriculum Alignment — Lesson 10	
	Solving one-step addition and subtraction problems involving numbers up to 1000	3A 3A 3B 3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 5 — Lesson 6 Chapter 6 — Lesson 6 Chapter 9 — Lesson 1 Chapter 9 — Lesson 2 Chapter 15 — Lesson 5 Chapter 15 — Lesson 6	
	Solving multi-step addition and subtraction problems involving numbers up to 100	3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 9 — Lesson 3 Chapter 9 — Lesson 4 Chapter 10 — Lesson 10	

* Supports are in development for 'Practices' that are not currently included in existing Ministry-funded maths resources

Number: operations	Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s	3B 3B 3A	Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital & Print	Curriculum Alignment — Lesson 11 Curriculum Alignment — Lesson 12 Chapter 3 — Lesson 2 to Lesson 9	
	Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts	3A	Digital TB & Print (TB & WB)	Chapter 4 — Lesson 1 to Lesson 7	
	Multiplying a one- or two-digit number by a one-digit number (e.g. 4×6 ; 2×23)	3B	Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 13 Curriculum Alignment — Lesson 14 Curriculum Alignment — Lesson 15	
	Dividing whole numbers by a one-digit divisor with no remainders (e.g. $24 \div 3$, $32 \div 4$)	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 16	
Number: rational numbers	Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators	3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 13 — Lesson 10 Chapter 13 — Lesson 11 Chapter 13 — Lesson 12 Chapter 13 — Lesson 13 Chapter 13 — Lesson 14 Chapter 13 — Lesson 15 Chapter 13 — Lesson 16	
	Counting in unit fractions up to 1	3B	Digital TB & Print (TB & WB)	Chapter 13 — Lesson 7	
	Comparing unit fractions with denominators up to 12	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 24	
	Comparing non-unit fractions with the same denominator up to 12	3B	Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 25	
	Identifying when two fractions are equivalent, using representations	4B 4B 3B	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages Digital (TB) & Print (WB)	Chapter 12 — Lesson 6 Chapter 12 — Lesson 7 Curriculum Alignment — Lesson 23	Bridging Lesson Bridging Lesson
	Finding a unit fraction of a whole number by connecting to division (e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$)	4B 4B 4B	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 12 — Lesson 21 Chapter 12 — Lesson 23 Chapter 12 — Lesson 24	Bridging Lesson Bridging Lesson Bridging Lesson
	Finding the whole when given a unit fraction by connecting to repeated addition or multiplication (e.g. if $\frac{1}{4}$ of a set is 3, the whole set is $4 \times 3 = 12$)	3B	Digital TB, Teacher to print WB pages	Chapter 13 — Supplementary Digital Lesson 16.1	
	Adding and subtracting fractions with the same denominator within a whole (e.g. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} = \frac{6}{8}$)	3B 3B 3B 3B	Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 19 Curriculum Alignment — Lesson 20 Curriculum Alignment — Lesson 21 Curriculum Alignment — Lesson 22	

Number: financial maths	Representing currency values of mixed dollars and cents without using decimal notation (e.g. \$2 and 50 cents)	3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 10 — Lesson 3 Chapter 10 — Lesson 4 Chapter 10 — Lesson 5	
	Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes	3B 3B 3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 10 — Lesson 2 Chapter 10 — Lesson 5 Chapter 10 — Lesson 6 Chapter 10 — Lesson 8 Chapter 10 — Lesson 10	
	Using addition and subtraction to give change	3B	Digital TB & Print (TB & WB)	Chapter 10 — Lesson 9	
Algebra: equations and relationships	Checking the truth of number sentences involving direct comparisons of whole numbers up to 1,000 (e.g. $313 < 330$, true or false?)	3A	Digital TB & Print (TB & WB)	Chapter 1 — Lesson 3	Checking the truth is practised throughout the series in a range of contexts when the lesson approach suggests saying to the students 'my friend thinks (X), is this true?'
	Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division (e.g. $217 - _ = 105$, $12 \div 3 = 5 - 2$, true or false?)	3B 3B 3B	Digital (TB) & Print (WB) Digital (TB) & Print (WB) Digital (TB) & Print (WB)	Curriculum Alignment — Lesson 5 Curriculum Alignment — Lesson 6 Curriculum Alignment — Lesson 7	Checking the truth is practised throughout the series in a range of contexts when the lesson approach suggests saying to the students 'my friend thinks (X), is this true?'
	Recognising, continuing, and creating growing number patterns	3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 11 — Lesson 7 Chapter 11 — Lesson 8 Chapter 12 — Lesson 6	
Measurement: measuring	Estimating and measuring length (cm and m), mass (g and kg), and capacity (ml and l), using tools with labelled markings and whole-number metric units	3B 3B 3A 3A 3A 3A 3A	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 15 — Lesson 3 Chapter 15 — Lesson 4 Chapter 6 — Lesson 1 Chapter 6 — Lesson 2 Chapter 6 — Lesson 3 Chapter 5 — Lesson 1 Chapter 5 — Lesson 2	Volume Volume Mass Mass Mass Length Length
	Comparing and ordering objects using whole-number metric units of length, mass, or capacity	3B 3A 3A 3A 3A 3A 3A 3A 3A 3A 3A	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 15 — Lesson 5 Chapter 6 — Lesson 4 Chapter 6 — Lesson 5 Chapter 6 — Lesson 7 Chapter 5 — Lesson 3 Chapter 5 — Lesson 4 Chapter 5 — Lesson 5 Chapter 5 — Lesson 6 Chapter 5 — Lesson 7 Chapter 5 — Lesson 8	Volume Mass Mass Mass Length Length Length Length Length Length Length
	Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	3B	Digital TB & Print (TB & WB)	Chapter 11 — Lesson 10	
	Identifying the duration of events using years, months, weeks, days, hours, minutes, and seconds	3B 3B 3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 14 — Lesson 5 Chapter 14 — Lesson 6 Chapter 14 — Lesson 7 Chapter 14 — Lesson 8 Chapter 14 — Lesson 9	

Measurement: measuring	Describing the differences in duration between units of time (e.g. days vs weeks, months vs years)	4B 4B	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 10 — Lesson 17 Chapter 10 — Lesson 18	Bridging Lesson Bridging Lesson
	Telling the time on analogue and digital clocks to the nearest 5 minutes and the nearest minute, using the language of minutes past the hour and to the hour	3B 3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 14 — Lesson 1 Chapter 14 — Lesson 2 Chapter 14 — Lesson 3 Chapter 14 — Lesson 4	
	Measuring the perimeter of polygon using metric units	3B 4B	Digital TB, Teacher to print WB pages Digital TB, Teacher to print WB pages	Chapter 11 — Lesson 6.1 Supplementary digital lesson Chapter 15 — Lesson 1 to 10	Bridging Lesson (optional) if teachers feel like students need additional practice.
	Measuring the area of rectangles using squares of equal size	3B	Digital TB, Teacher to print WB pages	Chapter 11 — Lesson 4.1 Supplementary digital lesson	
Geometry: shapes	Identifying, describing, visualising and sorting regular polygons with up to 10 sides	3B 3B 3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 11 — Lesson 1 Chapter 11 — Lesson 2 Chapter 11 — Lesson 5 Chapter 11 — Lesson 6	
Geometry: spatial reasoning	Recognising lines of symmetry in patterns or pictures, and creating or completing symmetrical patterns or pictures	3B 3B	Digital TB & Print (TB & WB) Digital TB & Print (TB & WB)	Chapter 11 — Lesson 3 Chapter 11 — Lesson 4	
Geometry: pathways	Following and creating a sequence of step-by-step instructions for moving people or objects to a different location, including half and quarter turns and the distance to be travelled	3B 3B	Digital TB & Print (TB & WB) Digital TB, Teacher to print WB pages	Chapter 11 — Lesson 9 Chapter 11 — Lesson 9.1 Supplementary digital lesson	
	Use simple maps to locate objects and places relative to other objects and places.	3B	Digital TB, Teacher to print WB pages	Chapter 11 — Lesson 9.1 Supplementary digital lesson	
Statistics: Developing knowledge from data	Collecting categorical data and sorting the responses	3A	Digital TB & Print (TB & WB)	Chapter 8	
	Collecting numerical data by asking an investigative question with a response that is a count or a discrete measurement (i.e. a whole number) (e.g. How many teeth have been lost by the students in our class? What are the shoe sizes in the class?)	3A	Digital TB & Print (TB & WB)	Chapter 8	
Statistics: Visualisation of data	Creating data visualisations for categorical and numerical data	3A	Digital TB & Print (TB & WB)	Chapter 8	
Statistics: Interpretation of data	Describing data visualisations using the variable name and the context and giving the frequency for each category or number	3A	Digital TB & Print (TB & WB)	Chapter 8	
	Answering questions about data visualisations, including which category has the most or least items and questions involving operations (e.g. How many teeth did our class lose in total?)	3A	Digital TB & Print (TB & WB)	Chapter 8	