

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.

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| Learning Level | Phase 1 - Years 0-3 |
| Supplier | Oxford University Press |

First 6 months (Year 0)

| Strand | Element | Practices The skills, strategies, and applications to teach | Relevant teacher and student resources in <i>Mathematics and Statistics for Aotearoa New Zealand</i> |
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| NOTE TO TEACHERS: Click the hyperlink for each Unit and Topic below to go to Oxford Digital, then select 'Topic resources' in right menu for detailed alignment information and access to all online resources. | | | |
| Number | Number structures | Subitising (recognising without counting) the number of objects in a small collection (3–5 objects) | <p>Unit 1 Number Structure Topic 4 Numbers without counting Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 4 supporting BLMs Introduce concept (<i>Interactive: How many?</i>) Diagnostic assessment (<i>Pre-test: Numbers without counting</i>) Formative assessment (<i>Post-test: Numbers without counting</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 14 Independent practice pp. 15–16 Extended practice p. 17 |
| | | Counting collections of up to 10 objects using one-to-one correspondence | <p>Unit 1 Number structure Topic 1 Numbers 0–10 Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 6–7) with 1 supporting BLM <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice pp. 3–4 Extended practice p.5 <p>Unit 1 Number structure Topic 2 Counting to 10 Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 2–3) with 2 supporting BLMs Introduce concept (<i>Interactive: Counting to 10</i>) Introduce concept (<i>Interactive: Number Matching to 10</i>) Introduce concept (<i>Interactive: Sequencing Numbers to 10</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 6 (Counting to 10) Independent practice pp. 7–8 (Counting to 10) |

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| | | <p>Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20</p> <p>Reading and writing whole numbers up to 20</p> | <p>Unit 1 Number structure Topic 1 Numbers 0–10</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–8) with 3 supporting BLMs Diagnostic assessment (Pre-test: Numbers to 10) Formative assessment (Post-test: Numbers to 10) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 2 Independent practice p. 3 Extended practice p.5 <p>Unit 1 Number structure Topic 2 Counting to 10</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Introduce concept (Interactive: Counting to 10) Introduce concept (Interactive: Number Matching to 10) Introduce concept (Interactive: Sequencing Numbers to 10) Diagnostic assessment (Pre-test: Counting to 10) Formative assessment (Post-test: Counting to 10) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 6 (Counting to 10) Independent practice pp. 7–8 (Counting to 10) |
| | | <p>Locating whole numbers on a fully labelled number line</p> | <p>Unit 1 Number Structure Topic 2 Counting to 10</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 4) with 1 supporting BLM |
| | | <p>Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5th, using words</p> | <p>Unit 1 Number Structure Topic 5 Comparing numbers</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 2 supporting BLMs Introduce concept: (Interactive: Comparing numbers) Diagnostic assessment (Pre-test: Comparing numbers) Formative assessment (Post-test: Comparing numbers) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 18 Independent practice pp. 19–20 Extended practice p. 21 <p>Unit 1 Number Structure Topic 6 Ordinal numbers</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Introduce concept: (Interactive: Ordinal numbers) Diagnostic assessment (Pre-test: Ordinal numbers) Formative assessment (Post-test: Ordinal numbers) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 22 Independent pp. 23–24 Extended practice p. 25 |
| | | <p>Recognising when a quantity is greater than, less than, or the same as another quantity</p> | <p>Unit 10 New curriculum content Topic 1 Comparing quantities</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (Comparing quantities) |

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| Number | Operations | Memorising addition and subtraction facts up to 5 (e.g. $2 + 3 = 5$) | <p>Unit 2 Operations Topic 1 Adding to 10</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–2) Introduce concept (<i>Adding to 10</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 38 <p>Unit 2 Operations Topic 5 Exploring subtraction</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2–3) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 55 Independent practice p.56 |
| | | Naming the number before or after a given number in the counting sequence up to 10 | <p>Unit 1 Number Structure Topic 1 Numbers 0–10</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 7) with 1 supporting BLM <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 4 |
| Algebra | Equations and relationships | Copying, continuing, creating, and describing a repeating pattern with two elements (e.g. cat, dog, cat, dog, _____, _____) | <p>Unit 5 Algebra Topic 2 Sorting</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (<i>Interactive: Sorting</i>) Diagnostic assessment (<i>Pre-test: Sorting</i>) Formative assessment (<i>Post-test: Sorting</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 86 Independent practice pp.87–88 Extended practice p.89 <p>Unit 5 Algebra Topic 3 Repeating patterns</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (<i>Interactive: Repeating patterns</i>) Diagnostic assessment (<i>Pre-test: Repeating patterns</i>) Formative assessment (<i>Post-test: Repeating patterns</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 90 Independent practice p.91–92 Extended practice p.93 <p>Unit 5 Algebra Topic 4 Creating and describing patterns</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Diagnostic assessment (<i>Pre-test: Creating and describing patterns</i>) Formative assessment (<i>Post-test: Creating and describing patterns</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 94 Independent practice p.95–96 Extended practice p.97 |

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| <p>Algebra</p> | <p>Equations and relationships</p> | <p>Using ordinal numbers up to 5th place to describe position in a sequence</p> | <p><u>Unit 1 Number Structure Topic 6 Ordinal numbers</u> Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Introduce concept (<i>Interactive: Ordinal numbers</i>) Diagnostic assessment (<i>Pre-test: Ordinal numbers</i>) Formative assessment (<i>Post-test: Ordinal numbers</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 22 Independent pp. 23–24 Extended practice p. 25 |
| <p>Measurement</p> | <p>Measuring</p> | <p>Directly comparing two objects by an attribute (e.g. length, mass (weight), capacity)</p> | <p><u>Unit 6 Using units of measurement Topic 1 Length, height and area</u> Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2–3) with 1 supporting BLM Introduce concept (<i>Length and height</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 98 Independent practice p.99 <p><u>Unit 6 Using units of measurement Topic 2 Volume and capacity</u> Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept: (<i>Interactive: Volume and capacity</i>) Diagnostic assessment (<i>Pre-test: Volume and capacity</i>) Formative assessment (<i>Post-test: Volume and capacity</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 103 (volume) Independent practice p. 104 (volume) Guided practice p.105 (capacity) Independent practice p.106 (capacity) Extended practice p. 107 (volume and capacity) <p><u>Unit 6 Using units of measurement Topic 3 Mass</u> Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept: (<i>Interactive: Mass</i>) Diagnostic assessment (<i>Pre-test: Mass</i>) Formative assessment (<i>Post-test: Mass</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 108 Independent practice pp. 109–110 Extended practice p. 111 |
| | | <p>Connecting days of the week to familiar events and daily routines (e.g. via the class timetable)</p> | <p><u>Unit 6 Using units of measurement Topic 5 Days of the week</u> Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3–4) with 2 supporting BLMs <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice pp. 117–118 |

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| Measurement | Measuring | Naming and ordering the days of the week, including naming the day before and the day after | <p>Unit 6 Using units of measurement Topic 5 Days of the week</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 2 supporting BLMs Diagnostic assessment (<i>Pre-test: Days of the week</i>) Formative assessment (<i>Post-test: Days of the week</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 116 Independent practice pp. 117–118 Extended practice p. 119 |
| Geometry | Shapes | Identifying, sorting by one attribute, and describing familiar 2D shapes, including triangles, circles, and rectangles (including squares) | <p>Unit 7 Shapes Topic 1 2D shapes</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (<i>Interactive: 2D shapes</i>) Diagnostic assessment (<i>Pre-test: 2D shapes</i>) Formative assessment (<i>Post-test: 2D shapes</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 124 Independent practice pp. 125–126 Extended practice p. 127 |
| | Pathways | Following instructions to move to a familiar location or locate an object | <p>Unit 8 Pathways Topic 2 Directions</p> <p>Year 0 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (<i>Directions</i>) Diagnostic assessment (<i>Pre-test: Directions</i>) Formative assessment (<i>Post-test: Directions</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 136 Independent practice pp. 137–138 Extended practice p. 139 |

Year 1

| Strand | Element | Practices The skills, strategies, and applications to teach | Relevant teacher and student resources in <i>Mathematics and Statistics for Aotearoa New Zealand</i> |
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| NOTE TO TEACHERS: Click the hyperlink for each Unit and Topic below to go to Oxford Digital, then select 'Topic resources' in right menu for detailed alignment information and access to all online resources. | | | |
| 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) | <p><u>Unit 1 Number structure Topic 4 Numbers without counting</u></p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Introduce concept (Interactive: How many?) Diagnostic assessment (Pre-test: Numbers without counting) Formative assessment (Post-test: Numbers without counting) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 14 Independent practice pp. 15–16 Extended practice p. 17 |
| | | Reading and writing whole numbers up to 100, and representing them using base 10 structure | <p><u>Unit 1 Number structure Topic 1 Numbers to 100</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 2 supporting BLMs Introduce concept (Interactives: Place value) Introduce concept (Number matching to 100) Diagnostic assessment (Pre-test: Numbers to 100) Formative assessment (Post-test: Numbers to 100) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 4 Independent practice p. 5 Extended practice p. 6 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Numbers to 100 (Activity sheet: 2-digit numbers and beyond) <p><u>Unit 1 Number structure Topic 2 Reading and writing numbers</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs Introduce concept (Interactive: Number matching to 100) Diagnostic assessment (Pre-test: Reading and writing numbers) Formative assessment (Post-test: Reading and writing numbers) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 7 Independent practice pp. 8–9 Extended practice p. 10 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Numbers to 200 (Activity sheet: Let's read and write more numbers) |
| | | Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100 | <p><u>Unit 1 Number structure Topic 1 Numbers to 100</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2) with 2 supporting BLMs <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 2 Independent practice p. 3 |

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| Number | Number structures | Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100 | <p>Unit 1 Number structure Topic 6 Skip Counting</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Skip counting</i>) Diagnostic assessment (<i>Pre-test: Skip counting</i>) Formative assessment (<i>Post-test: Skip counting</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 34 Independent practice pp. 35–36 Extended practice p. 37 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Skip counting (<i>Activity sheet: How many?</i>) |
| | | Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100 | <p>Unit 1 Number structure Topic 3 Ordering numbers</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (<i>Interactive: Sequence on a number line</i>) Diagnostic assessment (<i>Pre-test: Ordering numbers</i>) Formative assessment (<i>Post-test: Ordering numbers</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 11 Independent practice pp. 12–13 Extended practice p. 14 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Ordering numbers (<i>Activity sheet: Finding order</i>) |
| | | Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects | <p>Unit 2 Number structure Topic 6 Skip Counting</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p.36 (Q. 2) |
| | | Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s) | |
| | | Using te reo Māori for numbers up to 30 | <p>Unit 10 New curriculum content Topic 1 Counting to 30 in te reo Māori</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Counting to 30 in te reo Māori</i>) |
| | | Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s) | <p>Unit 10 New curriculum content Topic 2 Locating numbers on a number line</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Locating numbers on a number line</i>) |
| | Operations | Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$) | <p>Unit 2 Operations Topic 1 Adding to 10</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3–5) with 4 supporting BLMs Introduce concept (<i>Interactive: Adding to 10</i>) Diagnostic assessment (<i>Pre-test: Adding to 10</i>) Formative assessment (<i>Post-test: Adding to 10</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 38 Independent practice pp. 39–40 Extended practice p. 41 |

| Number | Operations | | |
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| | | Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$) | <p>Unit 2 Operations Topic 2 Number bonds</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Introduce concept (<i>Interactive: Adding to 10</i>) Diagnostic assessment (<i>Pre-test: Number Bonds</i>) Formative assessment (<i>Post-test: Number Bonds</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 42 Independent practice pp. 43–44 Extended practice p. 45 <p>Unit 2 Operations. Topic 5 Exploring subtraction</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–6) Diagnostic assessment (<i>Pre-test: Exploring subtraction</i>) Formative assessment (<i>Post-test: Exploring subtraction</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.55 Independent practice p.56–57 Extended practice p.58 |
| | | Memorising doubles and halves to 10 | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–6) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p.49 |
| | | Adding ten to a one-digit number | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) with 1 supporting BLM |
| | | Adding and subtracting one- and two-digit numbers up to 20, including 0 | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–2) with 1 supporting BLM Introduce concept (<i>Interactive: Counting on</i>) Diagnostic assessment (<i>Pre-test: Addition</i>) Formative assessment (<i>Post-test: Addition</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 46 Independent practice pp. 47–48 Extended practice p.50 <p>Unit 2 Operations Topic 4 Partitioning</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Diagnostic assessment (<i>Pre-test: Partitioning</i>) Formative assessment (<i>Post-test: Partitioning</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 51 Independent practice pp. 52–52 Extended practice p. 54 <p>Year 1 Printable student resources</p> <ul style="list-style-type: none"> Partitioning (<i>Activity sheet: Partitioning jellybeans</i>) |

| Number | Operations | | |
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| | | Adding and subtracting one- and two-digit numbers up to 20, including 0 | <p><u>Unit 2 Operations Topic 6 Subtraction</u></p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLM Introduce concept (<i>Interactive: Counting back</i>) Diagnostic assessment (<i>Pre-test: Subtraction</i>) Formative assessment (<i>Post-test: Subtraction</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.59 Independent practice p.60 Extended practice p.61 <p>Year 1 Printable student resources</p> <p>Activity Sheet (<i>Letters from numbers</i>)</p> |
| | | Joining and separating groups of up to 20 objects (e.g. 9 + 6, 7 + _ = 11). | <p><u>Unit 2 Operations Topic 7 Difference between</u></p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Difference between</i>) Diagnostic assessment (<i>Pre-test: Difference between</i>) Formative assessment (<i>Post-test: Difference between</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.62 Independent practice pp.63–64 Extended practice p.65 <p>Year 1 Printable student resources</p> <ul style="list-style-type: none"> Activity sheet (<i>Finding the difference</i>) |
| | | Multiplying and dividing using equal grouping or counting for products and dividends within 20 | <p><u>Unit 2 Operations Topic 8 Sharing</u></p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–7) with 4 supporting BLMs Introduce concept (<i>Interactive: Sharing</i>) Diagnostic assessment (<i>Pre-test: Sharing</i>) Formative assessment (<i>Post-test: Sharing</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.66 Independent practice pp.67–69 Extended practice p.70 |
| | | Naming the number before or after a given number in the counting sequence up to 20 | <p><u>Unit 1 Number Structure Topic 7 Numbers 10 to 20</u></p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 5) with 1 supporting BLM <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p.28 |
| | | Solving one-step problems involving addition and subtraction using objects and pictorial representations | <p><u>Unit 2 Operations Topic 1 Adding to 10</u></p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–7) with 4 supporting BLMs Introduce concept: (<i>Interactive: Adding to 10</i>) Diagnostic assessment (<i>Pre-test: Adding to 10</i>) Formative assessment (<i>Post-test: Adding to 10</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 38 Independent practice pp. 39–40 |

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| <p>Number</p> | <p>Operations</p> | <p>Solving one-step problems involving addition and subtraction using objects and pictorial representations</p> | <p><u>Unit 2 Operations Topic 5 Exploring subtraction</u> Year 1 Teacher resources <ul style="list-style-type: none"> Lesson plan (Session 4) Year 1 Student Workbook resources Independent practice pp.56–57</p> |
| | <p>Rational numbers</p> | <p>Recognising and representing halves and quarters as fractions of sets, quantities, and regions, using equal parts of the whole</p> | <p><u>Unit 3 Rational numbers Topic 1 Fractions of a whole</u> Year 1 Teacher resources <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (Interactive: Fractions of a whole) Diagnostic assessment (Pre-test: Fractions of a whole) Formative assessment (Post-test: Fractions of a whole) Year 1 Student Workbook resources <ul style="list-style-type: none"> Guided practice p.71 Independent practice pp.72–73 Extended practice p.74 Year 1 Printable student resources <ul style="list-style-type: none"> Halves and quarters (Activity sheet: Pizza fractions) <u>Unit 3 Rational numbers Topic 2 Fractions of a group</u> Year 1 Teacher resources <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (Interactive: Fractions of a group) Diagnostic assessment (Fractions of a group) Formative assessment (Fractions of a group) Year 1 Student Workbook resources <ul style="list-style-type: none"> Guided practice p.75 Independent practice pp.76–77 Extended practice p.78 Year 1 Printable student resources <ul style="list-style-type: none"> Fraction of a set (Activity sheet: What fraction is that?) </p> |
| | | <p>Finding a half or quarter of a set using equal sharing and grouping</p> | <p><u>Unit 3 Rational numbers Topic 1 Fractions of a whole</u> Year 1 Teacher resources <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (Interactive: Fractions of a whole) Diagnostic assessment (Pre-test: Fractions of a whole) Formative assessment (Post-test: Fractions of a whole) Year 1 Student Workbook resources <ul style="list-style-type: none"> Guided practice p.71 Independent practice pp.72–73 Extended practice p.74 Year 1 Printable student resources <ul style="list-style-type: none"> Halves and quarters (Activity sheet: Pizza fractions) </p> |

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| Number | Rational numbers | Finding a half or quarter of a set using equal sharing and grouping | <p>Unit 3 Rational numbers Topic 2 Fractions of a group</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Fractions of a group</i>) Diagnostic assessment (<i>Fractions of a group</i>) Formative assessment (<i>Fractions of a group</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.75 Independent practice pp.76–77 Extended practice p.78 <p>Year 1 Printable student resources</p> <p>Fraction of a set (<i>Activity sheet: What fraction is that?</i>)</p> |
| | | Using te reo Māori naming of halves (haurua) and quarters (hauwhā) | <p>Unit 10 New curriculum content Topic 3 Naming fractions in te reo Māori</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Naming fractions in te reo Māori</i>) |
| | | Connecting $\frac{1}{2}$ and $\frac{1}{4}$ through halving | <p>Unit 3 Rational numbers Topic 2 Fractions of a group</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) with 1 supporting BLM <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p.78 |
| | Financial maths | Recognising and knowing the value of New Zealand denominations of currency (i.e. our coins and notes) | <p>Unit 4 Financial mathematics Topic 1 Money</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Diagnostic assessment (<i>Pre-test: Money</i>) Formative assessment (<i>Post-test: Money</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.79 Independent practice pp.80–81 Extended practice p.82 |
| Algebra | Equations and relationships | Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + _$) | <p>Unit 2 Operations Topic 7 Difference between</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) with 1 supporting BLM <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice pp.63–64 |
| | | Checking the truth of number sentences involving addition and subtraction of one-digit numbers (e.g. $7 - 5 = 6 - 4$, true or false?) | <p>Unit 2 Operations Topic 7 Difference between</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p.65 (Q. 3) |

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| <p>Algebra</p> | <p>Equations and relationships</p> | <p>Copying, continuing, creating, and describing a repeating pattern with three elements</p> | <p>Unit 5 Algebra Topic 1 Number patterns</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Number patterns</i>) Diagnostic assessment (<i>Pre-test: Number patterns</i>) Formative assessment (<i>Post-test: Number patterns</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.83 Independent practice p.84 Extended practice p.85 <p>Year 1 Printable student resources</p> <ul style="list-style-type: none"> Number patterns (<i>Activity sheet: How many?</i>) <p>Unit 5 Algebra Topic 3 Repeating patterns</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (<i>Interactive: Repeating patterns</i>) Diagnostic assessment (<i>Repeating patterns</i>) Formative assessment (<i>Repeating patterns</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.90 Independent practice pp.91–92 Extended practice p.93 <p>Unit 5 Algebra Topic 4 Creating and describing patterns</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 2 supporting BLMs Introduce concept (<i>Interactive: Creating patterns</i>) Diagnostic assessment (<i>Creating and describing patterns</i>) Formative assessment (<i>Creating and describing patterns</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.94 Independent practice pp.95–96 Extended practice p.97 |
| | | <p>Identifying missing elements in a pattern (e.g. red, green, blue, red, _____, blue)</p> | <p>Unit 5 Algebra Topic 4 Creating and describing patterns</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p.97 (Q. 2) |
| <p>Measurement</p> | <p>Measuring</p> | <p>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)</p> | <p>Unit 6 Using units of measurement Topic 1 Length, height and area</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2–3) with 1 supporting BLM Introduce concept: (<i>Interactive: Length and height</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 98 Independent practice p.99 Extended practice p.102 (question 1) |

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| <p>Measurement</p> | <p>Measuring</p> | <p>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)</p> | <p><u>Unit 6 Using units of measurement Topic 2 Volume and capacity</u> Year 1 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 1–5) • Introduce concept (<i>Interactive: Volume and capacity</i>) • Diagnostic assessment (<i>Pre-test: Volume and capacity</i>) • Formative assessment (<i>Post-test: Volume and capacity</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 103 (volume) • Independent practice p. 104 (volume) • Guided practice p.105 (capacity) • Independent practice p.106 (capacity) • Extended practice p. 107 (volume and capacity) <p><u>Unit 6 Using units of measurement Topic 3 Mass</u> Year 1 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 1–5) with 1 supporting BLM • Introduce concept (<i>Interactive: Mass</i>) • Diagnostic assessment (<i>Pre-test: Mass</i>) • Formative assessment (<i>Post-test: Mass</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 108 • Independent practice pp. 109–110 <p>Extended practice p. 111</p> |
| | | <p>Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)</p> | <p><u>Unit 6 Using units of measurement Topic 1 Length, height and area</u> Year 1 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 2–3) with 1 supporting BLM • Introduce concept: (<i>Interactive: Length and height</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 98 • Independent practice p.99 • Extended practice p.102 (question 1) <p><u>Unit 6 Using units of measurement Topic 3 Mass</u> Year 1 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 1–5) with 1 supporting BLM • Introduce concept: (<i>Interactive: Mass</i>) • Diagnostic assessment (<i>Pre-test: Mass</i>) • Formative assessment (<i>Post-test: Mass</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 108 • Independent practice pp. 109–110 • Extended practice p. 111 |
| | | <p>Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes, or seconds</p> | <p><u>Unit 6 Using units of measurement Topic 6 Duration</u> Year 1 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 1–4) with 1 supporting BLM • Introduce concept: (<i>Interactive: Duration</i>) • Introduce concept: (<i>Interactive: Calendars</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 120 • Independent practice pp. 121–122 • Extended practice p. 123 |

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| Measurement | Measuring | Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next) | <p>Unit 6 Using units of measurement Topic 4 Time</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–3) with 4 supporting BLMs Introduce concept: (Interactive: Time) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 112 (Q. 1) Independent practice pp. 113–114 (Q. 1,2,4) Extended practice p. 115 (Q. 1) |
| | | Telling the time on analogue and digital clocks to the hour, using the language of 'o'clock' | <p>Unit 6 Using units of measurement Topic 4 Time</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3–4) with 4 supporting BLMs <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 112 (Q. 2) Independent practice pp. 113–114 (Q. 3) Extended practice p. 115 (Q. 2) |
| Geometry | Shapes | Identifying, describing, and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders, and spheres | <p>Unit 5 Algebra Topic 2 Sorting</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Introduce concept (Interactive: Sorting) Diagnostic assessment (Pre-test: Sorting) Formative assessment (Post-test: Sorting) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.86 Independent practice pp.87–88 Extended practice p.89 <p>Unit 7 Shapes Topic 1 2D shapes</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (Interactive: 2D shapes) Diagnostic assessment (Pre-test: 2D shapes) Formative assessment (Post-test: 2D shapes) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.124 Independent practice pp.125–126 Extended practice p.127 <p>Unit 7 Shapes Topic 2 3D shapes</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (Interactive: 3D shapes) Diagnostic assessment (Pre-test: 3D shapes) Formative assessment (Post-test: 3D shapes) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.128 Independent practice pp.129–130 Extended practice p.131 |
| | | Spatial reasoning | Composing a compound shape using smaller shapes by trial and error, and decomposing a shape into smaller shapes |

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| Geometry | Pathways | Following instructions to move to a familiar location or locate an object | <p>Unit 8 Pathways Topic 2 Directions</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (<i>Interactive: Directions</i>) Diagnostic assessment (<i>Pre-test: Directions</i>) Formative assessment (<i>Post-test: Directions</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.136 Independent practice pp.137–138 Extended practice p.139 |
| | | Using pictures, diagrams, or stories to describe the positions of objects and places. | <p>Unit 8 Pathways Topic 1 Position</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2 and 4) |
| | | 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) | <p>Unit 8 Pathways Topic 1 Position</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (<i>Interactive: Position</i>) Diagnostic assessment (<i>Pre-test: Position</i>) Formative assessment (<i>Post-test: Position</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.132 Independent practice pp.133–134 Extended practice p.135 |
| 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?) | <p>Unit 9 Statistics Topic 1 Yes or no questions</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Introduce concept (<i>Interactive: Yes or no questions</i>) Diagnostic assessment (<i>Pre-test: Yes or no questions</i>) Formative assessment (<i>Post-test: Yes or no questions</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p.140 Independent practice pp.141–142 Extended practice p.143 |
| | | Recording data using tally charts | <p>Unit 9 Statistics Topic 2 Collecting and classifying data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Diagnostic assessment (<i>Pre-test: Collecting and classifying data</i>) Formative assessment (<i>Post-test: Collecting and classifying data</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 132 Independent practice pp. 133–134 Extended practice p.135 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Tally charts (<i>Activity sheet: Keeping track of information</i>) |

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| Statistics | Visualisation of data | Creating picture graphs for categorical data | <p>Unit 9 Statistics Topic 2 Picture graphs</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (<i>Interactive: Picture graphs</i>) Diagnostic assessment (<i>Pre-test: Picture graphs</i>) Formative assessment (<i>Post-test: Picture graphs</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p.146 (Q. 2) Extended practice p.147 (Q. 1) |
| | Interpretation of data | Describing a picture graph by giving the frequency for each category | <p>Unit 9 Statistics Topic 2 Picture graphs</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2 and 4) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p 144 Independent practice p.146 (Q. 2) Extended practice p.147 (Q. 2) |
| | | Answering questions about a picture graph, including which category has the most or least items | <p>Unit 9 Statistics Topic 2 Picture graphs</p> <p>Year 1 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2 and 4) Diagnostic assessment (<i>Pre-test: Picture graphs</i>) Formative assessment (<i>Post-test: Picture graphs</i>) <p>Year 1 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p.145 Extended practice p.147 (Q. 2) |

Year 2

| Strand | Element | Practices The skills, strategies, and applications to teach | Relevant teacher and student resources in <i>Mathematics and Statistics for Aotearoa New Zealand</i> |
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| NOTE TO TEACHERS: Click the hyperlink for each Unit and Topic below to go to Oxford Digital, then select 'Topic resources' in right menu for detailed alignment information and access to all online resources. | | | |
| Number | Number structures | Reading and writing whole numbers up to 120, and representing them using base 10 structure | <p><u>Unit 1 Number structure Topic 1 Numbers to 100</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 2 supporting BLMs Introduce concept (Interactive: Place value) Introduce concept (Number matching to 100) Diagnostic assessment (Pre-test: Numbers to 100) Formative assessment (Post-test: Numbers to 100) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 2 (number before/after) Independent practice p.3 (number line) Guided practice p. 4 (tens and ones) Independent practice p. 5 (groups of 10, 10s-frame) Extended practice p. 6 (who am I?) <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Numbers to 100 (Activity sheet: 2-digit numbers and beyond) <p><u>Unit 1 Number structure Topic 2 Reading and writing numbers</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs Introduce concept (Interactive: Number matching to 100) Diagnostic assessment (Pre-test: Reading and writing numbers) Formative assessment (Post-test: Reading and writing numbers) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 7 Independent practice pp. 8–9 Extended practice p. 10 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Numbers to 200 (Activity sheet: Let's read and write more numbers) |
| | | Comparing and ordering whole numbers up to 120 | <p><u>Unit 1 Number structure Topic 3 Ordering numbers</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (Interactive: Sequence on a number line) Diagnostic assessment (Pre-test: Ordering numbers) Formative assessment (Post-test: Ordering numbers) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 11 Independent practice pp. 12–13 Extended practice p. 14 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Ordering numbers (Activity sheet: Finding order) |
| | | Counting forwards in 3s from multiples of 3s | <p><u>Unit 11 New curriculum content Topic 3 Skip counting by 3s</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (Skip counting by 3s) |

| Number | Number structures | | |
|--------|-------------------|--|--|
| | | Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120 | <p>Unit 1 Number structure Topic 6 Skip counting</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Skip counting</i>) Diagnostic assessment (<i>Pre-test: Skip counting</i>) Formative assessment (<i>Post-test: Skip counting</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 34 Independent practice pp. 35–36 Extended practice p. 37 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Skip counting (<i>Activity sheet: How many?</i>) |
| | | Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten) | <p>Unit 1 Number structure Topic 1 Numbers to 100</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 5 (Q.1) |
| | | Using te reo Māori for numbers up to 100 | <p>Unit 11 New curriculum content Topic 1 Counting to 100 in te reo Māori</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Counting to 100 in te reo Māori</i>) |
| | | Identifying odd and even numbers up to 120 | <p>Unit 11 New curriculum content Topic 4 Odd and even numbers</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Odd and even numbers</i>) |
| | | Rounding numbers up to 120 to the nearest 10 | <p>Unit 2 Operations Topic 1 Finding the nearest 10</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Diagnostic assessment (<i>Pre-test: Finding the nearest 10</i>) Formative assessment (<i>Post-test: Finding the nearest 10</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 15 Independent practice pp. 16–17 Extended practice p. 18 |
| | | Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120 | <p>Unit 1 Number structure Topic 1 Numbers to 100</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3–4) with 1 supporting BLM Introduce concept (<i>Interactive: Place value</i>) Introduce concept (<i>Interactive: Number matching to 100</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 4 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Numbers to 100 (<i>Activity sheet: 2-digit numbers and beyond</i>) |
| | | Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens) | <p>Unit 11 New curriculum content Topic 2 Locating numbers on a number line</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Locating numbers on a number line</i>) |

| Number | Operations | | |
|--------|------------|---|--|
| | | Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$) | <p>Unit 2 Operations Topic 2 Number facts</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Diagnostic assessment (Pre-test: Number facts) Formative assessment (Post-test: Number facts) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice pp. 18–19 (addition to 10) Independent practice pp. 19–20 (addition/subtraction to 20) Extended practice p. 21 (addition/subtraction to 20) |
| | | Memorising doubles and halves to 20 | <p>Unit 2 Operations Topic 2 Number facts</p> <p>Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 4) with 1 supporting BLM |
| | | Adding 100 to a one-digit number | <p>Unit 11 New curriculum content Topic 5 Adding 100</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (Adding 100) |
| | | Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$) | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 22 Independent practice pp. 23–24 Extended practice p. 25 <p>Unit 2 Operations Topic 5 Subtraction</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 30 Independent practice pp. 31–32 Extended practice p. 33 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Subtraction (Activity sheet: Difference between) Subtraction (Activity sheet: Subtraction battle) |
| | | Adding and subtracting 3 one-digit numbers (e.g. $7 + 3 + 6$) | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 4) <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Magic squares (Activity sheet: Magic squares) |
| | | Solving one-step addition and subtraction problems involving numbers up to 100 | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 22 Independent practice pp. 23–24 Extended practice p. 25 |
| | | Solving multi-step addition and subtraction problems involving numbers up to 20 | <p>Unit 2 Operations Topic 3 Addition</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 22 Independent practice pp. 23–24 Extended practice p. 25 |

| Number | Operations | | |
|--------|------------|--|---|
| | | <p>Solving one-step addition and subtraction problems involving numbers up to 100</p> <p>Solving multi-step addition and subtraction problems involving numbers up to 20</p> | <p><u>Unit 2 Operations Topic 5 Subtraction</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 1–5) with 1 supporting BLM <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 30 • Independent practice pp. 31–32 • Extended practice p. 33 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> • Subtraction (Activity sheet: Difference between) • Subtraction (Activity sheet: Subtraction battle) |
| | | <p>Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s</p> <p>Memorising multiplication and corresponding division facts for 2s, 5s, and 10s</p> | <p><u>Unit 2 Operations Topic 8 Multiplication</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 2–3) • Introduce concept (Interactive: Multiplying) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p.42 • Independent p.43 |
| | | <p>Multiplying and dividing with products and dividends up to 100</p> | <p><u>Unit 2 Operations Topic 5 Multiplication</u> Year 3 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 1–7) with 1 supporting BLM • Introduce concept (Interactive: Multiplying) • Diagnostic assessment (Pre-test: Multiplying) • Formative assessment (Post-test: Multiplying) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 37 • Independent practice pp. 38–40 • Extended practice p. 40–41 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> • Multiplying (Activity sheet: Tim's toyshop) • Multiplying (Activity sheet: Planet X) <p><u>Unit 2 Operations Topic 6 Division</u> Year 3 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 1–7) with 1 supporting BLM • Introduce concept (Interactive: Dividing) • Diagnostic assessment (Pre-test: Division) • Formative assessment (Post-test: Division) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 42 • Independent practice pp. 43–45 • Extended practice p. 46 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> • Multiplying (Activity sheet: Across the divide) • Multiplying (Activity sheet: Preparing packages) |

| 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 | <p>Unit 3 Rational numbers Topic 1 Fractions of a whole</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Introduce concept (<i>Interactive: Fractions of a whole</i>) Diagnostic assessment (<i>Pre-test: Fractions of a whole</i>) Formative assessment (<i>Post-test: Fractions of a whole</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 46 Independent practice pp. 47–48 Extended practice p. 49 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Fractions of a whole (<i>Activity sheet: Computer fractions</i>) <p>Unit 3 Rational numbers Topic 2 Fractions of a group</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs Introduce concept (<i>Interactive: Fractions of a group</i>) Diagnostic assessment (<i>Pre-test: Fractions of a group</i>) Formative assessment (<i>Post-test: Fractions of a group</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 50 Independent practice pp. 51–52 Extended practice p. 53 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Fractions of a group (<i>Activity sheet: Fraction mystery</i>) |
| | | Recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ | <p>Unit 3 Rational numbers Topic 2 Equivalent fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 54 |
| | | Directly comparing two fractions involving halves, thirds, or quarters | <p>Unit 3 Rational numbers Topic 2 Equivalent fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p. 55 (Q.1) |
| | | Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones) | <p>Unit 3 Rational numbers Topic 2 Equivalent fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs |
| | | 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 | <p>Unit 3 Rational numbers Topic 2 Equivalent fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs |

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| Number | Financial maths | Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value | <p>Unit 4 Financial maths Topic 1 New Zealand notes and coins</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs Introduce concept (<i>Interactive: Recognising coins</i>) Diagnostic assessment (<i>Pre-test: New Zealand notes and coins</i>) Formative assessment (<i>Post-test: New Zealand notes and coins</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 54 Independent practice pp. 55–56 Extended practice p. 57 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> International money (<i>Activity sheet: International money</i>) <p>Unit 4 Financial maths Topic 2 Ordering notes and coins</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Coin values</i>) Diagnostic assessment (<i>Pre-test: Ordering notes and coins</i>) Formative assessment (<i>Post-test: Ordering notes and coins</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 58 Independent practice pp. 59–60 Extended practice p.61 <p>Printable student resources</p> <ul style="list-style-type: none"> Money word problems (<i>Activity sheet: Money transactions</i>) |
| | | Combining denominations of currency (either all notes or all coins) to make a particular value | <p>Unit 4 Financial maths Topic 1 New Zealand notes and coins</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) with 2 supporting BLMs <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p. 57 (Q.2) <p>Unit 4 Financial maths Topic 2 Ordering notes and coins</p> <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p.61 |
| 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?) | <p>Unit 2 Operations Topic 2 Number facts</p> <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p. 21 (Q.1) Open number sentence Extended practice p. 21 (Q.2) Checking the truth |
| | | Checking the truth of number sentences involving direct comparisons of whole numbers up to 120 (e.g. $16 > 60$, true or false?) | <p>Unit 11 New curriculum content Topic 6 Checking number comparisons</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (<i>Checking number comparisons</i>) |

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| <p>Algebra</p> | <p>Equations and relationships</p> | <p>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)</p> | <p><u>Unit 5 Algebra Topic 1 Patterns</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (Interactive: 2 and 3 patterns) Diagnostic assessment (Pre-test: Patterns) Formative assessment (Post-test: Patterns) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 62 Independent practice pp. 63–64 Extended practice p.65 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Patterns (Activity sheet: Making and describing patterns) |
| <p>Measurement</p> | <p>Measuring</p> | <p>Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object</p> | <p><u>Unit 6 Using units of measurement Topic 1 Length and perimeter</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2 and 4) with 1 supporting BLM Introduce concept (Interactive: Length) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 66 Independent practice p.67 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Length and perimeter (Activity sheet: What would you use?) <p><u>Unit 6 Using units of measurement Topic 3 Volume and capacity</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3–4) Introduce concept (Interactive: Volume and capacity) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 75 Independent practice p. 76 Extended practice p.77 (Q.2) <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Capacity (Activity sheet: How much does it hold?) <p><u>Unit 6 Using Units of measurement Topic 4 Mass</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Introduce concept (Interactive: Mass) Diagnostic assessment (Pre-test: Mass) Formative assessment (Post-test: Mass) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 78 Independent practice pp. 79–80 Extended practice p.81 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Mass (Activity sheet: Comparing objects) |

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| <p>Measurement</p> | <p>Measuring</p> | <p>Estimating and measuring length (cm), mass (g), and capacity (mL), using tools with labelled markings and whole-number metric units</p> | <p><u>Unit 6 Using units of measurement Topic 1 Length and perimeter</u> Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2) Introduce concept (Interactive: Metres and centimetres) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 79 Independent practice p.80 Independent practice p.81 (Q.3–4) <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Length (cm) (Activity sheet: Small dinosaurs) <p><u>Unit 6 Using units of measurement Topic 3 Volume and capacity</u> Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 4) Introduce concept (Interactive: Capacity) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 90 Independent practice p.91 <p><u>Unit 6 Using units of measurement Topic 4 Mass</u> Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (Interactive: Mass) Diagnostic assessment (Pre-test: Mass) Formative assessment (Post-test: Mass) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 93 Independent practice p.94 Extended practice p. 95 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Mass (Activity sheet: Animals on land and in the sea) |
| | | <p>Comparing and ordering several objects using informal units of length, mass (weight), or capacity</p> | <p><u>Unit 6 Using units of measurement Topic 1 Length and perimeter</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 66 (Q.2) Independent practice p.67 (Q.2) <p><u>Unit 6 Using units of measurement Topic 3 Volume and capacity</u> Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3–4) Introduce concept (Interactive: Volume and capacity) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 76 (Q.2) <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Capacity (Activity sheet: How much does it hold?) |

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| Measurement | Measuring | Comparing and ordering several objects using informal units of length, mass (weight), or capacity | <p><u>Unit 6 Using units of measurement Topic 4 Mass</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Introduce concept (Interactive: Mass) Diagnostic assessment (Pre-test: Mass) Formative assessment (Post-test: Mass) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 80 Extended practice p.81 (Q.2) <p>Year 2 Printable student resources</p> <p>Mass (Activity sheet: Comparing objects)</p> |
| | | Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks | <p><u>Unit 8 Pathways Topic 2 Measures of turn</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs Introduce concept (Interactive: Half turns and quarter turns) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 113 Independent practice pp. 114–115 Extended practice p.116 <p>Year 2 Printable student resources</p> <p>Measures of turn in a maze (Activity sheet: Amazing turns)</p> |
| | | Naming and ordering the months and seasons | <p><u>Unit 6 Using units of measurement Topic 6 Months and seasons</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Diagnostic assessment (Pre-test: Months and seasons) Formative assessment (Post-test: Months and seasons) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 86 Independent practice pp. 87–88 Extended practice p.89 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Seasons (Activity sheet: Northern hemisphere seasons) |
| | | Describing durations of familiar events using years, months, weeks, and days, or hours, minutes and seconds | <p><u>Unit 6 Using units of measurement Topic 8 Duration</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs Introduce concept (Interactive: Duration) Diagnostic assessment (Pre-test: Duration) Formative assessment (Post-test: Duration) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 94 Independent practice p. 95 Extended practice p.96 <p>Year 2 Printable student resources</p> <p>Duration of events (Activity sheet: Duration)</p> |
| | | Naming the month before and the month after | <p><u>Unit 11 New curriculum content Topic 7 Naming the month before and the month after</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (Naming the month before and the month after) |
| | | Using ordinal numbers to identify months of the year | <p><u>Unit 11 New curriculum content Topic 8 Identifying months with ordinal numbers</u></p> <p>Year 2 Teacher resources</p> |

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| | | <p>Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of 'past' and 'o'clock'</p> | <ul style="list-style-type: none"> • Front of class material (Identifying months with ordinal numbers) <p><u>Unit 6 Using units of measurement Topic 5 Telling time</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 1–5) with 3 supporting BLMs • Introduce concept (Interactive: Time) • Diagnostic assessment (Pre-test: Telling time) • Formative assessment (Post-test: Telling time) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 82 • Independent practice p. 83–84 • Extended practice p.85 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> • Time (Activity sheet: Drawing the time) <p><u>Unit 6 Using units of measurement Topic 5 Time</u></p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 1–4) with 1 supporting BLM • Introduce concept (Interactive: Time) • Diagnostic assessment (Pre-test: Time) • Formative assessment (Post-test: Time) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 96 • Independent practice pp. 97–98 • Extended practice p. 99 |
| | | <p>Measuring the perimeter of polygon using metric units</p> | <p><u>Unit 6 Using units of measurement Topic 1 Length and perimeter</u></p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 3) • Introduce concept (Interactive: Length and perimeter) • Diagnostic assessment (Pre-test: Length and perimeter) • Formative assessment (Post-test: Length and perimeter) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> • Independent practice p.82 |
| <p>Geometry</p> | <p>Shapes</p> | <p>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</p> | <p><u>Unit 7 Shapes and spatial reasoning Topic 1 2D shapes</u></p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Session 1–4) • Introduce concept (Interactive: 2D shapes) • Diagnostic assessment (Pre-test: 2D shapes) • Formative assessment (Post-test: 2D shapes) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 97 • Independent practice pp. 98–99 • Extended practice p.100 |

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| 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 | <p>Unit 7 Shapes and spatial reasoning Topic 3 3D shapes</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) Introduce concept (Interactive: 3D shapes) Diagnostic assessment (Pre-test: 3D shapes) Formative assessment (Post-test: 3D shapes) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 105 Independent practice pp. 106–107 Extended practice p.108 <p>Year 2 Printable student resources</p> <p>3D shapes (Activity sheet: Looking at 3D shapes)</p> |
| | Spatial reasoning | Flipping, sliding, and turning 2D shapes to make a pattern or compose a shape | <p>Unit 11 New curriculum content Topic 9 Making patterns and shapes</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (Making patterns and shapes) |
| | Pathways | Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns | <p>Unit 8 Pathways Topic 1 Interpreting maps and directions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Diagnostic assessment (Pre-test: Interpreting maps and directions) Formative assessment (Post-test: Interpreting maps and directions) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p.123 |
| | | Interpreting diagrams to describe the positions of objects and places in relation to other objects and places. | <p>Unit 8 Pathways Topic 1 Position</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (Interactive: Position) Diagnostic assessment (Pre-test: Position) Formative assessment (Post-test: Position) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 109 Independent practice pp. 110–111 Extended practice p.112 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Position (Activity sheet: At the zoo) |
| 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?) | <p>Unit 9 Statistics Topic 1 Collecting and representing data</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 2 supporting BLMs <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 117 Independent practice p. 118 (Q.1) Extended practice p.120 (Q.1a) <p>Year 2 Printable student resource</p> <ul style="list-style-type: none"> Collecting data (Activity sheet: Making graphs) |

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| 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?) | <p>Unit 9 Statistics Topic 1 Collecting data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Collecting data</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 128 Independent practice pp. 129–130 <p>Extended practice p. 131</p> |
| | | Sorting categorical data into categories and considering if “other” should be a category for sorting rare responses | <p>Unit 9 Statistics Topic 2 Collecting and classifying data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) |
| | | Recording data using tally charts | <p>Unit 9 Statistics Topic 2 Collecting and classifying data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 1–4) Diagnostic assessment (<i>Pre-test: Collecting and classifying data</i>) Formative assessment (<i>Post-test: Collecting and classifying data</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 132 Independent practice pp. 133–134 Extended practice p.135 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Tally charts (<i>Activity sheet: Keeping track of information</i>) |
| | Visualisation of data | Creating data visualisations for categorical data | <p>Unit 9 Statistics Topic 1 Collecting and representing data</p> <p>Year 2 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) with 2 supporting BLMs Introduce concept (<i>Interactive: Representing data</i>) Formative assessment (<i>Post-test: Collecting and classifying data</i>) <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 118–119 Extended practice p.120 <p>Year 2 Printable student resource</p> <ul style="list-style-type: none"> Collecting and representing data (<i>Activity sheet: Making graphs</i>) |
| | Interpretation of data | Describing data visualisations using the variable name and the context and giving the frequency for each category | <p>Unit 9 Statistics Topic 2 Recording and interpreting data</p> <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 121 Independent practice pp. 122–123 Extended practice p.124 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Interpreting data (<i>Activity sheet: Class surveys</i>) |
| | | Answering questions about data visualisations, including which category has the most or least items | <p>Unit 9 Statistics Topic 2 Recording and interpreting data</p> <p>Year 2 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 121 Independent practice pp. 122–123 Extended practice p.124 <p>Year 2 Printable student resources</p> <ul style="list-style-type: none"> Interpreting data (<i>Activity sheet: Class surveys</i>) |

Year 3

| Strand | Element | Practices The skills, strategies, and applications to teach | Relevant teacher and student resources in <i>Mathematics and Statistics for Aotearoa New Zealand</i> |
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| NOTE TO TEACHERS: Click the hyperlink for each Unit and Topic below to go to Oxford Digital, then select 'Topic resources' in right menu for detailed alignment information and access to all online resources. | | | |
| Number | Number structures | Reading and writing whole numbers up to 1,000, and representing them using base 10 structure | Unit 1 Number structure Topic 1 Place value Year 3 Teacher resources <ul style="list-style-type: none"> Lesson plan (Sessions 1–7) with 1 supporting BLM Introduce concept (Interactive: Representing place value) Diagnostic assessment (Pre-test: Place value) Formative assessment (Post-test: Place value) Year 3 Student Workbook resources <ul style="list-style-type: none"> Guided practice p. 2 Independent practice pp. 3–4 Extended practice p. 4 Year 3 Printable student resources <ul style="list-style-type: none"> Number word problems (Activity sheet: Our amazing world!) |
| | | Recognising the place value of each digit in a three-digit number | Unit 1 Number structure Topic 1 Place value Year 3 Teacher resources <ul style="list-style-type: none"> Lesson plan (Sessions 1–7) with 1 supporting BLM Introduce concept (Interactive: Representing place value) Diagnostic assessment (Pre-test: Place value) Formative assessment (Post-test: Place value) Year 3 Student Workbook resources <ul style="list-style-type: none"> Guided practice p. 2 Independent practice pp. 3–4 Extended practice p. 4 Year 3 Printable student resources <ul style="list-style-type: none"> Number word problems (Activity sheet: Our amazing world!) |
| | | Comparing and ordering whole numbers up to 1,000 | Unit 1 Number structure Topic 1 Place value Year 3 Teacher resources <ul style="list-style-type: none"> Lesson plan (Session 5) Year 3 Student Workbook resources <ul style="list-style-type: none"> Extended practice p. 4 |
| | | Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100) | Unit 1 Number structure Topic 2 Regrouping and renaming numbers Year 3 Teacher resources <ul style="list-style-type: none"> Lesson plan (Sessions 1–3) |
| | | Estimating the answer to a calculation | Unit 1 Number structure Topic 3 Rounding numbers Year 3 Teacher resources <ul style="list-style-type: none"> Lesson plan (Sessions 1–2) with 2 supporting BLMs |

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| Number | Number structures | Rounding numbers to the nearest 10 or 100 | <p>Unit 1 Number structure Topic 3 Rounding numbers</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLMs Diagnostic assessment (Pre-test: Rounding numbers) Formative assessment (Post-test: Rounding numbers) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 10 Independent practice pp. 11–12 Extended practice pp. 12–13 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Rounding numbers (Activity sheet: Rounding numbers) |
| | | <p>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)</p> <p>Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000</p> | <p>Unit 1 Number structure Topic 3 Rounding numbers</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLMs |
| | Operations | <p>Finding the complement of a number to 100 (e.g. $34 + _ = 100$)</p> <p>Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)</p> <p>Solving one-step addition and subtraction problems involving numbers up to 1000</p> <p>Solving multi-step addition and subtraction problems involving numbers up to 100</p> | <p>Unit 2 Operations Topic 1 Addition mental methods</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–7) with 1 supporting BLM Introduce concept (Interactive: Adding in your head) Diagnostic assessment (Pre-test: Addition mental methods) Formative assessment (Post-test: Addition mental methods) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 14 (Addition to 20) Independent practice p. 15 (Addition to 20) Guided practice p. 16 (Adding with doubles) Independent practice p. 17 (Adding with doubles) Extended practice p. 18 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Grouping numbers (Activity sheet: Becoming a number explorer) <p>Unit 2 Operations Topic 2 Addition written methods</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–8) with 2 supporting BLMs Introduce concept (Interactive: Jump strategy) Introduce concept (Interactive: Vertical addition) Diagnostic assessment (Pre-test: Addition written methods) Formative assessment (Post-test: Addition written methods) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 19 (Jump method) Independent practice p. 20 (Jump method) Guided practice p. 21 (Vertical addition) Independent practice p. 22 (Vertical addition) Extended practice p. 23 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Adding three-digit numbers (Activity sheet: Our wonderful world) |

| Number | Operations | | |
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| | | <p>Finding the complement of a number to 100 (e.g. $34 + _ = 100$)</p> <p>Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)</p> <p>Solving one-step addition and subtraction problems involving numbers up to 1000</p> <p>Solving multi-step addition and subtraction problems involving numbers up to 100</p> | <p>Unit 2 Operations Topic 3 Subtraction mental methods</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–8) with 1 supporting BLM Introduce concept (<i>Interactive: Exploring subtraction</i>) Diagnostic assessment (<i>Pre-test: Subtraction mental methods</i>) Formative assessment (<i>Post-test: Subtraction mental methods</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 24 (Number line) Independent practice p. 25 (Number line) Extended practice p. 26 (Number line) Guided practice p. 27 (Family of facts) Independent practice p. 28 (Family of facts) Guided practice p. 29 (Halving) Independent practice p. 30 (Halving) Extended practice p. 31 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Finding the difference (<i>Activity sheet: Eating chocolate</i>) Card game (<i>Activity sheet: Subtraction battle</i>) <p>Unit 2 Operations Topic 4 Subtraction written methods</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 3 supporting BLMs Introduce concept (<i>Interactive: Subtraction written methods</i>) Diagnostic assessment (<i>Pre-test: Subtraction written methods</i>) Formative assessment (<i>Post-test: Subtraction written methods</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 32 (Jump method) Independent practice p. 33 (Jump method) Guided practice p. 34 (Vertical subtraction) Independent practice p. 35 (Vertical subtraction) Extended practice p. 36 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Water questions (<i>Activity sheet: Interesting world facts</i>) |
| | | <p>Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s</p> <p>Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts</p> | <p>Unit 2 Operations Topic 5 Multiplication</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 1 supporting BLM Introduce concept (<i>Interactive: Multiplying</i>) Diagnostic assessment (<i>Pre-test: Multiplication and division mental methods</i>) Formative assessment (<i>Post-test: Multiplication and division mental methods</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 37 Independent practice pp. 38–39 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Alien word problem (<i>Activity sheet: Planet X</i>) |

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| Number | | Multiplying a one- or two-digit number by a one-digit number (e.g. 4×6 ; 2×23) | <p>Unit 2 Operations Topic 5 Multiplication</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 6) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 40 Extended practice p. 41 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Multiplication (Activity sheet: Tim's toyshop) <p>Unit 1 Number structures and operations Topic 9 Multiplication written methods</p> <p>Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–5) with 4 supporting BLMs Diagnostic assessment (Pre-test: Multiplication written methods) Formative assessment (Post-test: Multiplication written methods) <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 36 Independent practice pp. 37–38 Extended practice p. 39 <p>Year 4 Printable student resources</p> <ul style="list-style-type: none"> Multiplication (Activity sheet: Atarangi wins the prize) Rich task (Mastery task 1: The school bell) |
| | | Dividing whole numbers by a one-digit divisor with no remainders (e.g. $24 \div 3$, $32 \div 4$) | <p>Unit 2 Operations Topic 6 Division</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–7) with 1 supporting BLM Introduce concept (Interactive: Dividing) Diagnostic assessment (Pre-test: Division) Formative assessment (Post-test: Division) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 42 Independent practice pp. 43–45 Extended practice p. 46 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Odd / Even (Activity sheet: Across the divide) Dividing (Activity sheet: Preparing packages) |
| | Rational numbers | Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators | <p>Unit 3 Rational numbers Topic 1 Fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 1 supporting BLM Introduce concept (Interactive: Fractions) Diagnostic assessment (Pre-test: Fractions) Formative assessment (Post-test: Fractions) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 47 Independent practice pp. 48–49 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Dividing chocolate (Activity sheet: Lily and her friends at the lolly factory) |
| | | Counting in unit fractions up to 1 | <p>Unit 11 New curriculum Topic 1 Counting in unit fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Front of class material (Counting in unit fractions) |

| Number | Rational numbers | | |
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| | | <p>Comparing unit fractions with denominators up to 12</p> <p>Comparing non-unit fractions with the same denominator up to 12</p> | <p>Unit 3 Rational numbers Topic 2 Equivalent fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2) with 1 supporting BLM Introduce concept (Interactive: Fractions on a number line) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 52 Independent practice p. 53 |
| | | <p>Identifying when two fractions are equivalent, using representations</p> | <p>Unit 3 Rational numbers Topic 2 Equivalent fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLM Introduce concept (Interactive: Equivalent fractions) Diagnostic assessment (Pre-test: Equivalent fractions) Formative assessment (Post-test: Equivalent fractions) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 54 Extended practice p. 55 (Q. 2) <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Improper fractions (Activity sheet: Number lines and fractions) |
| | | <p>Finding a unit fraction of a whole number by connecting to division (e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$)</p> <p>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 $4 \times 3 = 12$)</p> | <p>Unit 3 Rational numbers Topic 1 Fractions</p> <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 50 Extended practice p. 51 <p>Unit 2 Rational numbers Topic 3 Fractions of quantities</p> <p>Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) Diagnostic assessment (Pre-test: Fractions of quantities) Formative assessment (Post-test: Fractions of quantities) <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 48 Independent practice pp. 49–50 Extended practice p. 51 <p>Year 4 Printable student resources</p> <ul style="list-style-type: none"> Word problems (Activity Sheet: Fractions of money) |
| | | <p>Adding and subtracting fractions with the same denominator within a whole (e.g. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} = \frac{6}{8}$)</p> | <p>Unit 3 Rational numbers Topic 3 Addition and subtraction with fractions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLMs Diagnostic assessment (Pre-test: Addition and subtraction with fractions) Formative assessment (Post-test: Addition and subtraction with fractions) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 56 Independent practice pp. 57–58 Extended practice p. 59 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Equations (Activity sheet: Adding and subtracting fractions) |

| Number | Financial maths | | |
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| | | Representing currency values of mixed dollars and cents without using decimal notation (e.g. \$2 and 50 cents) | <p>Unit 4 Financial mathematics Topic 2 Counting money</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2) with 1 supporting BLM <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 64 Independent practice p. 66 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Money word problems (Activity sheet: Money transactions) |
| | | Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes | <p>Unit 4 Financial mathematics Topic 1 Notes and coins</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLMs Introduce concept (Interactive: Notes and coins) Diagnostic assessment (Pre-test: Notes and coins) Formative assessment (Post-test: Notes and coins) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 60 Independent practice pp. 61–62 Extended practice p. 63 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Comparing currencies (Activity sheet: International money) <p>Unit 4 Financial mathematics Topic 2 Counting money</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) Introduce concept (Interactive: Counting money) Diagnostic assessment (Pre-test: Counting money) Formative assessment (Post-test: Counting money) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 65 Extended practice p. 67 (Q. 1) <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Money word problems (Activity sheet: Money transactions) |
| | | Using addition and subtraction to give change | <p>Unit 4 Financial mathematics Topic 2 Counting money</p> <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p. 67 (Q. 2–3) <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Money word problems (Activity sheet: Money transactions) <p>Unit 3 Financial mathematics Topic 1 Money</p> <p>Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 58 Extended practice p. 59 (Q. 3–4) <p>Year 4 Printable student resources</p> <ul style="list-style-type: none"> Rich task (Mastery task 2: Gardening as a hobby) |

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| Algebra | Equations and relationships | <p>Checking the truth of number sentences involving direct comparisons of whole numbers up to 1,000 (e.g. $313 < 330$, true or false?)</p> <p>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?)</p> | <p>Unit 5 Algebra Topic 2 Problem solving Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 74 (Q. 4) <p>Unit 4 Patterns and Algebra Topic 2 Number sentences Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) Introduce concept (Interactive: Number sentences) Diagnostic assessment (Pre-test: Number sentences) Formative assessment (Post-test: Number sentences) <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 64 Independent practice pp. 65–66 (Q. 3–4) Extended practice p. 67 (Q. 1) |
| | | <p>Recognising, continuing, and creating growing number patterns</p> | <p>Unit 5 Algebra Topic 1 Describing patterns Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLM Introduce concept (Interactive: Describing patterns) Diagnostic assessment (Pre-test: Describing patterns) Formative assessment (Post-test: Describing patterns) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 68 Independent practice pp. 69–70 Extended practice p. 71 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Visual patterns (Activity sheet: Finding patterns) <p>Unit 5 Algebra Topic 2 Problem solving Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 75–76 |
| Measurement | Measuring | <p>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</p> | <p>Unit 6 Using units of measurement Topic 1 Length and perimeter Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 2, 4) Introduce concept (Interactive: Metres and centimetres) Diagnostic assessment (Pre-test: Length and perimeter) Formative assessment (Post-test: Length and perimeter) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 77 (Metres) Independent practice p. 78 (Metres) Guided practice p. 79 (Centimetres) Independent practice p. 80–81 (Centimetres) Extended practice p. 83 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Length word problems (Activity sheet: Small dinosaurs) |

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| 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 | <p>Unit 6 Using units of measurement Topic 4 Mass</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Mass</i>) Diagnostic assessment (<i>Pre-test: Mass</i>) Formative assessment (<i>Post-test: Mass</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 93 Independent practice pp. 94–95 Extended practice p. 95 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Mass questions (<i>Activity sheet: Animals on land and in the sea</i>) <p>Unit 6 Using units of measurement Topic 3 Volume and capacity</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 4) Introduce concept (<i>Interactive: Capacity</i>) Diagnostic assessment (<i>Pre-test: Volume and capacity</i>) Formative assessment (<i>Post-test: Volume and capacity</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 90 Independent practice p. 91 |
| | | Comparing and ordering objects using whole-number metric units of length, mass, or capacity | <p>Unit 6 Using units of measurement Topic 1 Length and perimeter</p> <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p. 83 (Q.2–3) <p>Unit 6 Using units of measurement Topic 4 Mass</p> <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice pp. 94–95 (Q. 2) <p>Unit 6 Using units of measurement Topic 3 Volume and capacity</p> <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 91 |
| | | Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks | <p>Unit 8 Pathways Topic 2 Measures of turn</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 1 supporting BLM Introduce concept (<i>Interactive: Measures of turn</i>) Diagnostic assessment (<i>Pre-test: Measures of turn</i>) Formative assessment (<i>Post-test: Measures of turn</i>) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 124 Independent practice pp. 125–126 Extended practice p. 127 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Writing instructions (<i>Activity sheet: Amazing turns</i>) |
| | | Identifying the duration of events using years, months, weeks, days, hours, minutes, and seconds | <p>Unit 5 Using units of measurement Topic 4 Time</p> <p>Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 84 Extended practice p. 85 |

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| Measurement | Measuring | Describing the differences in duration between units of time (e.g. days vs weeks, months vs years) | Unit 11 New curriculum Topic 2 Different units of time Year 3 Teacher resources • Front of class material (Different units of time) |
| | | 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 | Unit 6 Using units of measurement Topic 5 Time Year 3 Teacher resources • Lesson plan (Sessions 1–4) with 1 supporting BLM • Introduce concept (Interactive: Time) • Diagnostic assessment (Pre-test: Time) • Formative assessment (Post-test: Time) Year 3 Student Workbook resources • Guided practice p. 96 • Independent practice pp. 97–98 • Extended practice p. 99 Year 3 Printable student resources • Time word problems (Activity sheet: A day out) |
| | | Measuring the perimeter of polygon using metric units | Unit 6 Using units of measurement Topic 1 Length and perimeter Year 3 Teacher resources • Lesson plan (Session 3) • Introduce concept (Interactive: Length and perimeter) • Diagnostic assessment (Pre-test: Length and perimeter) • Formative assessment (Post-test: Length and perimeter) Year 3 Student Workbook resources • Independent practice p. 82 |
| | | Measuring the area of rectangles using squares of equal size | Unit 6 Using units of measurement Topic 2 Area Year 3 Teacher resources • Lesson plan (Sessions 1–4) • Introduce concept (Interactive: Area) • Diagnostic assessment (Pre-test: Area) • Formative assessment (Post-test: Area) Year 3 Student Workbook resources • Guided practice p. 84 • Independent practice pp. 85–86 • Extended practice p. 87 Year 3 Printable student resources • Area in squares (Activity sheet: Bedroom decorating) |
| Geometry | Shapes | Identifying, describing, visualising and sorting regular polygons with up to 10 sides | Unit 7 Shapes and spatial reasoning Topic 1 2D shapes Year 3 Teacher resources • Lesson plan (Session 2) • Introduce concept (Interactive: 2D shapes) • Diagnostic assessment (Pre-test: 2D shapes) • Formative assessment (Post-test: 2D shapes) Year 3 Student Workbook resources • Guided practice p. 104 • Independent practice pp. 105–106 • Extended practice pp. 107–108 |

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| Geometry | Spatial reasoning | Recognising lines of symmetry in patterns or pictures, and creating or completing symmetrical patterns or pictures | <p>Unit 7 Shapes and spatial reasoning Topic 2 Lines of symmetry</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 2 supporting BLMs Introduce concept (Interactive: Symmetry) Diagnostic assessment (Pre-test: Lines of symmetry) Formative assessment (Post-test: Lines of symmetry) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 109 Independent practice p.110 Extended practice p. 111 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Symmetry in objects (Activity sheet: Let's think about symmetry) |
| | 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 | <p>Unit 8 Pathways Topic 1 Interpreting maps and directions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 3) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Extended practice p. 123 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Writing instructions (Activity sheet: Amazing turns) <p>Unit 7 Pathways Topic 1 Grids and maps</p> <p>Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Session 2) with 1 supporting BLM <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice pp. 107 (Q. 2–3)-108 Extended practice p. 109 (Q. 1–2) <p>Year 4 Printable student resources</p> <ul style="list-style-type: none"> NZ map (Activity sheet: Finding your way) |
| | | Use simple maps to locate objects and places relative to other objects and places. | <p>Unit 8 Pathways Topic 1 Interpreting maps and directions</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) Introduce concept (Interactive: Interpreting maps and directions) Diagnostic assessment (Pre-test: Interpreting maps and directions) Formative assessment (Post-test: Interpreting maps and directions) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 120 Independent practice pp. 121–122 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Grid references (Activity sheet: Treasure island) |
| Statistics | Developing knowledge from data | Collecting categorical data and sorting the responses | <p>Unit 9 Statistics Topic 1 Collecting data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) with 1 supporting BLM Introduce concept (Interactive: Collecting data) Diagnostic assessment (Pre-test: Collecting data) Formative assessment (Post-test: Collecting data) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 128 Independent practice pp. 129–130 Extended practice p. 131 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Collecting data (Activity sheet: Popular names) |

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| Statistics | Developing knowledge from data | Collecting categorical data and sorting the responses | <p>Unit 9 Statistics Topic 2 Collecting and classifying data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) Introduce concept (Interactive: Collecting and classifying data) Diagnostic assessment (Pre-test: Collecting and classifying data) Formative assessment (Post-test: Collecting and classifying data) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 132 Independent practice pp. 133–134 Extended practice p. 135 <p>Year 3 Printable student resources</p> <p>Numerical data (Activity sheet: Keeping track of information)</p> |
| | | 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?) | <p>Unit 9 Statistics Topic 2 Collecting and classifying data</p> <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Numerical data (Activity sheet: Keeping track of information) |
| | Visualisation of data | Creating data visualisations for categorical and numerical data | <p>Unit 9 Statistics Topic 3 Representing and interpreting data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) Introduce concept (Interactive: Representing and interpreting data) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice pp. 137–138 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Word problems (Activity sheet: The world's tallest - facts and figures) <p>Unit 8 Statistics Topic 2 Graphs</p> <p>Year 4 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 2–3) with 3 supporting BLMs <p>Year 4 Student Workbook resources</p> <ul style="list-style-type: none"> Independent practice p. 115–116 Extended practice p. 117 |
| Interpretation of data | Describing data visualisations using the variable name and the context and giving the frequency for each category or number | <p>Unit 9 Statistics Topic 3 Representing and interpreting data</p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> Lesson plan (Sessions 1–4) Introduce concept (Interactive: Representing and interpreting data) Diagnostic assessment (Pre-test: Representing and interpreting data) Formative assessment (Post-test: Representing and interpreting data) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> Guided practice p. 136 Independent practice pp. 137–138 Extended practice p. 139 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> Word problems (Activity sheet: The world's tallest - facts and figures) | |

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| Statistics | Interpretation of data | 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?) | <p><u>Unit 9 Statistics Topic 3 Representing and interpreting data</u></p> <p>Year 3 Teacher resources</p> <ul style="list-style-type: none"> • Lesson plan (Sessions 1–4) • Introduce concept (Interactive: Representing and interpreting data) • Diagnostic assessment (Pre-test: Representing and interpreting data) • Formative assessment (Post-test: Representing and interpreting data) <p>Year 3 Student Workbook resources</p> <ul style="list-style-type: none"> • Guided practice p. 136 • Independent practice pp. 137–138 • Extended practice p. 139 <p>Year 3 Printable student resources</p> <ul style="list-style-type: none"> • Word problems (Activity sheet: The world's tallest - facts and figures) |
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