SCHOLASTIC

PR1ME and Math Pro Alignment with the New Zealand Curriculum Te Mataiaho

Phase One Years 0-3 Progress Steps

NUMBER

Number structure

During the first 6 months	During the first year	During the second year	During the third year
0.1 subitise (recognise without counting) the number of objects in a collection of up to 5 **Big Book 1 - Our Garden Friends** **Book KA Chapter 1**	1.1 subitise (recognise without counting) the number of objects in a collection of up to 10, including by combining two patterns of 1–5 objects **Big Book 2 - Counting Small Animals** **Book KA Chapter 2** **Big Book 4 - Some for Me, Some for You** **Book KA Chapter 4**	2.1 group objects in a collection of at least 10, subitise the number of objects in each part, and find the total number in the collection using the parts **Book 1 Chapter 6 Unit 1.1 , 1.2** **Book 1 Chapter 7 Unit 1.1, Unit 1.2**	3.1 estimate the number of objects in a collection of less than 100, using patterns and groupings **Book 2 Chapter 1 Unit 1.3, 2.2**
0.2 count forwards or backwards from any whole number between 1 and 10, and then between 1 and 20 **Big Book 2 - Counting Small Animals (0-10)** **Book KA Chapter 2** **Big Book 8 - In and Around the Sea** **Book KA Chapter 8**	1.2 count forwards or backwards in 1s, 2s, and 10s from any whole number between 1 and 20, and then between 1 and 100 **Big Book 8 - In and Around the Sea** **Book KA Chapter 8**	2.2 count forwards or backwards in 1s, 2s, 5s, and 10s from any whole number between 1 and 100 **Book 1 Chapter 6 Unit 1.1, 1.3 (Numbers to 20)** **Book 1 Chapter 15 Unit 1.1, 2.2 (Numbers to 40)** **Book 1 Chapter 19 Unit 1.1, 1.2, 2.2 (Numbers to 100)**	3.2 count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000 **Book 2 Chapter 1 Unit 2.4** **Book 2 Chapter 8** **Math Pro - supplement available**
0.3 identify, read, and write whole numbers up to at least 10 **Big Book 1 - Our Garden Friends!** **Book KA Chapter 1** **Big Book 2 - Counting Small Animals** **Book KA Chapter 2**	1.3 identify, read, and write whole numbers up to at least 20, and represent them using the ten-and-ones structure of teen (11-19) and -ty (multiples of 10) numbers (e.g., 17 = 10 + 7, 20 = 2 × 10) **Big Book 17 - Shopping Day** **Book KB Chapter 17**	2.3 identify, read, and write whole numbers up to at least 100, and represent them using base 10 structure **Book 1 Chapter 1 Unit 1.1** **Book 1 Chapter 6 Unit 1.1 , 1.2** **Book 1 Chapter 15 Unit 1.1 - 1.3** **Book 1 Chapter 19 Unit 1.1, 1.2**	3.3 identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure **Book 2 Chapter 1 Unit 1.1, 1.2** **Math Pro - supplement available**
0.4 compare and order whole numbers up to at least 10 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words **Big Book 6 - The Race is On!** **Book KA Chapter 6**	1.4 compare and order whole numbers up to at least 20 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words or numerals and suffixes **Big Book 6 - The Race is On!** **Book KA Chapter 6** **Big Book 8 - In and Around the Sea** **Book KA Chapter 8**	2.4 compare and order whole numbers up to at least 100 **Book 1 Chapter 1 Unit 1.3, 1.4, 1.5** **Book 1 Chapter 5 Unit 1.2** **Book 1 Chapter 6 Unit 1.4, 1.5** **Book 1 Chapter 19 Unit 2.4, 2.5**	3.4 compare and order whole numbers up to at least 1,000 **Book 2 Chapter 1 Unit 2.5, 3.1**
0.5 partition up to 5 objects, and then up to 10 objects, using a systematic approach and noticing patterns **Big Book 4 - Some for Me, Some for You!** **Book KA Chapter 4** **Big Book 11 - What Comes Next?** **Book KB Chapter 11** **Big Book 12 - Feeding Time** **Book KB Chapter 12** **Big Book 13 - A Birthday Surprise** **Book KB Chapter 13**	1.5 partition and regroup up to 20 objects in different ways, using a systematic approach and noticing patterns **Big Book 4 - Some for Me, Some for You** **Book KA Chapter 4** **Big Book 12 - Feeding Time** **Book KB Chapter 12** **Big Book 13 - A Birthday Surprise** **Book KB Chapter 13** **Big Book 17 - Shopping Day** **Book KB Chapter 17**	2.5 partition and regroup whole numbers up to at least 100, using a systematic approach and noticing patterns (e.g., 10 + _ = 70, 20 + _ = 70, 30 + _ = 70) **Book 1 Chapter 2** **Book 1 Chapter 6 Unit 1.2**	3.5 partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., 400 + 300 = _ , 350 + _ = 500) **Math Pro - supplement available**

July 2025

	During the first 6 months	During the first year	During the second year	During the third year
Operations		1.6 use estimation to predict results and to check the reasonableness of calculations **Math Pro - Book 1 Chapter 15B 1.1 Estimating answers**	2.6 use estimation to predict results and to check the reasonableness of calculations **Book 2 Chapter 1 Unit 1.3 - content available on MATH PRO** **Math Pro - supplement available**	3.6 use estimation to predict results and to check the reasonableness of calculations **Book 3 Chapter 1 Unit 2.5, 3.4 - content available on MATH PRO**
			2.7 identify the nearest ten to any whole number up to 100 **Book 1 Chapter 19**	3.7 round whole numbers up to 1,000 to the nearest hundred or ten **Book 3 Chapter 1 Unit 3.2, 3.3 - content available on MATH PRO**
	0.6 join and separate groups of up to a total of 10 objects by grouping and counting **Big Book 4 - Some for You, Some for Me!** **Book KA Chapter 4** **Big Book 12- Feeding Time** **Book KB Chapter 12** **Big Book 13 - A Birthday Surprise** **Book KB Chapter 13**	1.7 join and separate groups of up to a total of 20 objects and find the difference between groups by grouping and counting (e.g., 9 + 6, 7 + _ = 11) **Big Book 12 - Feeding Time** **Book KB Chapter 12** **Big Book 13 - A Birthday Surprise** **Book KB Chapter 13** **Big Book 14 - A Day Indoors** **Book KB Chapter 14**	2.8 add and subtract numbers up to 100 without renaming (e.g., 53 + 21, 55 – 32) **Book 1 Chapter 7**	3.8 add and subtract numbers up to at least 100 (e.g., 43 – 28, 37 + 18) **Book 2 Chapter 2**
		1.8 explore addition facts up to 10 and their corresponding subtraction facts (families of facts), including doubles and halves **Big Book 5 - Off on a Picnic** **Book KA Chapter 5** **Big Book 14 - A Day Indoors** **Book KB Chapter 14**	2.9 recall addition facts up to 10, and explore addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves **Book 1 Chapter 2** **Book 1 Chapter 3** **Book 1 Chapter 4** **Book 1 Chapter 7** **Book 1 Chapter 17**	3.9 recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves **Book 2 Chapter 9 Unit 1.2** **Book 2 Chapter 9 Unit 2.1 - 2.3**
			2.10 identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s **Book 1 Chapter 19 Unit 2.2** **Book 1 Chapter 20**	3.10 recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s **Book 2 Chapter 8** **Book 2 Chapter 10**
Operations cont…		1.9 multiply and divide using equal grouping or counting **Big Book 4 Some for Me Some for You** **Big Book 12 Feeding Time**	2.11 multiply and divide using equal grouping or skip counting (e.g., in 2s, 5s, and 10s) **Book 1 Chapter 16 and 17**	3.11 multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4 × 6, 2 × 23) **Book 2 Chapter 8 Unit 1.1 - 3.2** **Book 2 Chapter 10 Unit 1.1 - 2.2**
				3.12 divide whole numbers by a one- digit divisor with no remainders, using grouping (e.g., 24 ÷ 3, 32 ÷ 4) **Book 2 Chapter 8 Unit 4.1 - 6.1** **Book 2 Chapter 10 Unit 3.1 - 4.1**
Rational numbers		1.10 identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole **Big Book 12 Feeding Time** **Book KB Chapter 12** **Big Book 13 A Birthday Surprise** **Book KB Chapter 13**	2.12 identify, read, write (using symbols and words), and represent halves, quarters, and eighths as fractions of sets and regions, using equal parts of the whole **Book 1 Chapter 16**	3.13 identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line **Book 2 Chapter 12**
			2.13 directly compare two fractions involving halves, quarters, and eighths **Book 1 Chapter 16**	3.14 compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent **Book 3 Chapter 11 Unit 1.2, 1.4, 2,1, 2.2, 2.3 - content available on MATH PRO**
		1.11 find a half or quarter of a set using equal sharing and grouping. **Big Book 12 Feeding Time** **Book KB Chapter 12** **Big Book 13 A Birthday Surprise** **Book KB Chapter 13**	2.14 find a half and quarter of a set by identifying groups and patterns (rather than sharing by ones), and identify the whole set or shape when given a half or quarter **Book 1 Chapter 16**	3.15 find a unit fraction of a whole number (e.g., ⅓ of 15), and identify the whole set or amount when given a unit fraction (e.g., " ¼ of the set is 3, what is the whole set?") **Book 2 Chapter 12 Unit 1.2 -1.4, Unit 2.1, 2.2**
				3.16 add and subtract unit fractions with the same denominator (e.g.,⅛ + ⅛ + ⅛ = ⅜) **Math Pro - supplement available**
Financial mathematics			2.15 recognise and order New Zealand denominations up to $20 according to their value, make groups of 'like' denominations, and calculate their value. **Book 1 Chapter 20** **Book 2 Chapter 11- content available on MATH PRO** **Math Pro -Book 2 Chapter 11A Unit 1.1A-4.2A**	3.17 make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes. **Book 2 Chapter 11 Unit 1.6**

ALGEBRA

	During the first 6 months	During the first year	During the second year	During the third year
Equations and relationships		1.12 solve true or false number sentences and open number sentences involving addition and subtraction of one-digit numbers, using an understanding of the equal sign (e.g., 2 + 5 = 3 + _ , 7 – 5 = 6 – 4 (T or F?) **Math Pro - supplement available now**	2.16 solve true or false number sentences and open number sentences involving addition and subtraction of one- and two-digit numbers, using an understanding of the equal sign (e.g., 18 + _ = 17 + 6, 17 = 25 (T or F?) **Book 1 Chapter 7 Unit 3.1, 3.2**	3.18 solve true or false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign **Book 2 Chapter 9 Unit 1.1 - 1.3** **Math Pro - supplement available**
	0.7 copy, continue, create, and describe a repeating pattern with two elements. **Big Book 11 - What Comes Next?** **Book KB Chapter 11**	1.13 copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern **Book 1 Chapter 8 Unit 2.1 - available on MATH PRO** **Book 1 Chapter 9 Unit 2.1 - available on MATH PRO**	2.17 recognise and describe the unit of repeat in a repeating pattern, and use it to predict further elements using the ordinal position **Book 1 Chapter 8 Unit 2.1**	3.19 recognise, continue, and create repeating and growing patterns, and describe a rule to explain a pattern **Book 2 Chapter 1 Unit 2.2** **Math Pro -Book 2 Chapter 16 Unit 2A.1** **Math Pro -Book 2 Chapter 17 Unit 1A.1**
Algorithmic thinking		1.14 follow step-by-step instructions to complete a simple task. **Book 1 Chapter 5 Unit 2.1, 2.2 - content available on MATH PRO**	2.18 follow and give step-by-step instructions for a simple task, identifying and correcting errors as the instructions are followed. **Book 1 Chapter 9 Unit 1.2**	3.20 create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task. **Book 2 Chapter 14 Unit 1.2** **Math Pro -Book 2 Chapter 14 1.2** **Book 3 Mission Possible 2 - content available on MATH PRO**

MEASUREMENT

	During the first 6 months	During the first year	During the second year	During the third year
Measuring			2.19 estimate and use an informal unit repeatedly to measure the length, mass (weight), volume, or capacity of an object **Book 1 Chapter 10 Unit 1.1 - 1.3** **Book 1 Chapter 11 Unit 1.1 - 2.2** **Book 1 Chapter 12 Unit 1.1, 2.2**	3.21 estimate and then reliably measure length, capacity, and mass (weight) using whole-number metric units (e.g., from tools with labelled markings) **Book 2 Chapter 3 Unit 1.1, 2.1** **Book 2 Chapter 4 Unit 1.1, 2.1** **Book 2 Chapter 5 Unit 1.1**
	0.8 directly compare two objects by an attribute (e.g., length, mass (weight), capacity) **Big Book 7 - At The Museum** **Book KA Chapter 7**	1.15 compare the length, mass (weight), volume, or capacity of objects directly or indirectly (e.g., by comparing each of them with another object, used repeatedly) **Big Book 7 - At the Museum** **Book KA Chapter 7**	2.20 compare and order several objects using informal units of length, mass (weight), volume, or capacity **Book 1 Chapter 10 Unit 1.1 - 1.3** **Book 1 Chapter 11 Unit 1.1 - 2.2** **Book 1 Chapter 12 Unit 1.1, 2.2**	3.22 compare and order objects using metric units of length, mass (weight), or capacity **Book 2 Chapter 3 Unit 1.1, 2.1** **Book 2 Chapter 4 Unit 1.1, 2.1** **Book 2 Chapter 5 Unit 1.1**
			2.21 turn, and describe how far an object or person has turned, using full, half, and quarter turns as benchmarks **Book 1 Chapter 5**	3.23 turn, and describe how far an object or person has turned, using full, half, quarter, and three-quarter turns as benchmarks **Book 2 Chapter 14 Unit 1.1**
	0.9 connect days of the week to familiar events and daily routines (e.g., the class timetable). **Big Book 9 - A Time for Everything** **Book KA Chapter 9**	1.16 identify how the passing of time is measured in years, months, weeks, days, hours name and order the days of the week, and sequence events in a day using everyday language of time **Big Book 9 - A Time for Everything** **Book KA Chapter 9**	2.22 name and order the months and seasons, and describe the duration of familiar events using months, weeks, days, and hours **Book 1 Chapter 18** **Math Pro - supplement available**	3.24 identify the duration of events using years, months, weeks, days, hours, minutes, and seconds **Book 2 Chapter 13 Unit 3.1, 3.2** **Math Pro - Book 2 Chapter 13 Unit 3A**
		1.17 tell the time to the hour using the language of 'o'clock'. **Book 1 Chapter 18 Unit 2.1 - content available on MATH PRO**	2.23 tell the time to the hour and half-hour, using the language of 'past' and 'o'clock' **Book 1 Chapter 18 Unit 2.1, 2.2**	3.25 tell the time to the hour, half- hour, and quarter past and quarter to the hour **Book 2 Chapter 13**
Perimeter, area, and volume			2.24 visualise, estimate, and measure the perimeter and area of 2D shapes, using informal units. **Math Pro - supplement available**	3.26 visualise, estimate, and measure: – the perimeter of polygons using metric units – the area of 2D shapes using squares of identical size – the volume of rectangular prisms (cuboids) by filling them with identical 3D blocks. **Math Pro - supplement available** **Math Pro - Book 5 Chapter 16B Unit 1.2 (volume of rectangular prism)**

GEOMETRY

	During the first 6 months	During the first year	During the second year	During the third year
Shapes	0.10 identify, sort by one feature, and describe familiar 2D shapes **Big Book 10 - Shapes Can Fly** **Book KB Chapter 10**	1.18 identify, describe, and sort familiar 2D and 3D shapes presented in different orientations, including triangles, circles, rectangles (including squares), cubes, cylinders, and spheres **Big Book 15 - Shapes Everywhere** **Book KB Chapter 15**	2.25 identify, describe, and sort 2D and 3D shapes, including ovals, semicircles, polygons (e.g., hexagons, pentagons), rectangular prisms (cuboids), pyramids, hemispheres, and cones, using the attributes of shapes **Book 1 Chapter 8 Unit 1.1 - 1.3** **Book 1 Chapter 9 Unit 1.1 - 1.2**	3.27 visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes **Book 2 Chapter 16** **Book 2 Chapter 17**
				3.28 identify right angles in shapes and objects **Book 3 Chapter 13 Unit 2.1 - content available on MATH PRO**
Spatial reasoning	0.1 compose by trial and error a target shape using smaller shapes, and decompose a shape into smaller shapes **Big Book 16 - Shapes Make Lots of Things** **Book KB Chapter 16**	1.19 anticipate which smaller shapes might be used to compose a target shape, and then check by making the shape **Big Book 16 - Shapes Make Lots of Things** **Book KB Chapter 16**	2.26 anticipate which smaller shapes might be used to compose and decompose a target shape, and then check by making the shape **Book 1 Chapter 8 Unit 2.2** **Math Pro - Book 2 Chapter 16 Unit 2A.2**	3.29 compose and decompose 2D shapes using the attributes of shapes (e.g., lines of symmetry), other shapes, side lengths, and angles **Book 2 Chapter 16** **Math Pro -Book 3 Chapter 14 Unit 4A**
		1.20 flip, slide, and turn 2D shapes to make a pattern **Big Book 11 - What Comes Next?** **Book KB Chapter 11**	2.27 recognise lines of symmetry in patterns or pictures, and create or complete symmetrical pictures or patterns **Math Pro - Book 1 Chapter 8 Unit 2A.1 - 2A.4**	3.30 predict the result of a one-step transformation (reflection, translation, or rotation) on 2D shapes **Book 2 Chapter 16 Unit 3.1, 3.2** **Math Pro - Book 3 Chapter 15A**
Pathways	0.1 follow instructions to move to a familiar location or locate an object. **Big Book 15 - Shapes Everywhere** **Book KB Chapter 15 Lesson 2**	1.21 follow and give instructions to move to a familiar location or locate an object **Big Book 10 - Shapes Can Fly** **Book KB Chapter 10**	2.28 follow and give instructions to move people or objects to a different location, using direction, distances (e.g., number of steps), and half and quarter turns **Book 1 Chapter 5**	3.31 follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location **Book 2 Chapter 14**
		1.22 use pictures, diagrams, or stories to describe the positions of objects and places. **Big Book 10 - Shapes can Fly** **Book KB Chapter 10**	2.29 interpret diagrams to describe the positions of objects and places in relation to other objects and places. **Book 1 Chapter 5**	3.32 interpret, draw, and use simple maps to locate objects and places relative to other objects and places. **Book 2 Chapter 14 Unit 1.2** **Math Pro - Book 3 Chapter 15 Unit 2.2A**

STATISTICS

	During the first 6 months	During the first year	During the second year	During the third year
Problem		1.23 pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show **Math Pro Supplementary Chapter coming Term 3 2025**	2.30 pose a summary investigative question about a group for which the data will have categorical variables, and anticipate what the data might show (e.g., which outcomes might be more frequent than others) **Math Pro Supplementary Chapter coming Term 3 2025**	3.33 pose a summary investigative question about an everyday situation, using categorical data and discrete numerical (whole number) data, identify the variable and group of interest, and anticipate what the data might show **Math Pro Supplementary Chapter coming Term 3 2025**
Plan		1.24 plan to collect data by making observations or questioning others, and discuss how the data-gathering process might affect people **Math Pro Supplementary Chapter coming Term 3 2025**	2.31 plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people **Math Pro Supplementary Chapter coming Term 3 2025**	3.34 plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people **Math Pro Supplementary Chapter coming Term 3 2025**
Data		1.25 collect categorical data for one variable **Math Pro Supplementary Chapter coming Term 3 2025**	2.32 collect categorical data for more than one variable **Math Pro Supplementary Chapter coming Term 3 2025**	3.35 collect, record, and sort data, or use secondary data sources provided by someone else **Book 2 Chapter 15 Unit 1.1- 3.1** **Math Pro - Book 2 Chapter 15 Unit 2A.1**
Analysis		1.26 create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, giving the frequency for each category **Big Book 3 - Cupcakes and Eggs** **Book KA Chapter 3**	2.33 create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, comparing the frequencies of categories **Book 1 Chapter 14 L2.1 - 3.1**	3.36 create and make statements about data visualisations (e.g., pictures, graphs, dot plots, bar graphs) for the categorical and discrete numerical data **Book 2 Chapter 15 L1.1 - 2.1**
Conclusion		1.27 choose from given options the statements that best answer the investigative question **Math Pro Supplementary Chapter coming Term 3 2025**	2.34 choose from given options the statements that best answer the investigative question **Math Pro Supplementary Chapter coming Term 3 2025**	3.37 choose from given options the statements that best answer the investigative question, reflect on findings, and compare them with anticipated outcomes **Math Pro Supplementary Chapter coming Term 3 2025**
Statistical literacy		1.28 agree or disagree with others' statements about simple data visualisations (e.g., pictures, graphs, dot plots). **Math Pro Supplementary Chapter coming Term 3 2025**	2.35 match statements made by others with features in simple data visualisations, and agree or disagree with the statements. **Math Pro Supplementary Chapter coming Term 3 2025**	3.38 identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them. **Math Pro Supplementary Chapter coming Term 3 2025**

PROBABILITY

	During the first 6 months	During the first year	During the second year	During the third year
Probability investigations		1.29 engage in stories or games that involve chance-based situations and: – decide if something will happen, won't happen, or might happen – identify possible and impossible outcomes (e.g., for what might happen next). **Math Pro - Book 1 Chapter 14B Unit 1.1-1.3**	2.36 engage in chance-based investigations about games and everyday situations to: – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) **Math Pro Supplementary Chapter coming Term 3 2025**	3.39 engage in chance-based investigations about games and everyday situations to: – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) **Math Pro Supplementary Chapter coming Term 3 2025**
Critical thinking in probability			2.37 agree or disagree with the statements made by others about chance-based situations. **Math Pro Supplementary Chapter coming Term 3 2025**	3.40 explain and question statements about chance- based situations, with reference to data. **Math Pro Supplementary Chapter coming Term 3 2025**