

Ministry-funded Y0-Y8 Maths Resource Curriculum Alignment Guide



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

Learning Level	Phase 1 - Years 0-3
Supplier	PR1ME

First 6 months

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO
Number: number structures	Subitising (recognising without counting) the number of objects in a small collection (3–5 objects)	Teacher Guide KA	KA Chapter 1	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 1	Content Available on MATH PRO
		Big Books Problem Solving Teacher’s Guide	Big Book 1	Content Available on MATH PRO
	Counting collections of up to 10 objects using one-to-one correspondence	Teacher Guide K	KA Chapter 2	Content Available on MATH PRO
		Student Workbook K	KA Chapter 2	Content Available on MATH PRO
		Big Books Problem Solving Teacher Guide	Big Book 2	Content Available on MATH PRO
	Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20	Teacher Guide KA Teacher Guide Book 1	KA Chapter 8	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 2 KA Chapter 8	Content Available on MATH PRO
		Big Books Problem Solving Teacher’s Guide	Big Book 2 Big Book 8	Content Available on MATH PRO
	Reading and writing whole numbers up to 20	Teacher Guide KA Teacher Guide Book 1	KA Chapter 2 KA Chapter 8	Content Available on MATH PRO
		Student Workbook K	KA Chapter 2 KA Chapter 8	Content Available on MATH PRO
		Big Books Problem Solving Teacher’s Guide	Big Book 2 Big Book 8	Content Available on MATH PRO
	Locating whole numbers on a fully labelled number line	Teacher Guide K	KA pages 48, 164, 170	Content Available on MATH PRO
		Student Workbook K	KA pages 47, 146, 147 and 152, 153	Content Available on MATH PRO
		Big Books Problem Solving Teacher’s Guide	Big Book 2	Content Available on MATH PRO

Number: number structures	Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5 th , using words	Teacher Guide KA Teacher Guide Book 1	KA Chapter 6 KA Chapter 8	Content Available on MATH PRO
		Student Workbook KA	KA pages 110-111 KA pages 146-153	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 6 Big Book 8	Content Available on MATH PRO
	Recognising when a quantity is greater than, less than, or the same as another quantity	Teacher Guide KA Teacher Guide KB	KA Chapter 8 KB Chapter 18	Content Available on MATH PRO
		Student Workbook KA Student Book KB	KA Chapter 8 pages 154-156 KB Chapter 18 pages 172-174	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 8, Big Book Review A, Big Book 18, Big Book Review B	Content Available on MATH PRO
Number: operations	Memorising addition and subtraction facts up to 5 (e.g. $2 + 3 = 5$)	Teacher Guide KA Teacher Guide Book 1	KA Chapter 5 Book 1 Chapter 2	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 5 pg 82-103	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 5	Content Available on MATH PRO
	Naming the number before or after a given number in the counting sequence up to 10	Teacher Guide KA	KA Chapter 2	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 2	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 2	Content Available on MATH PRO
Algebra: equations and relationships	Copying, continuing, creating, and describing a repeating pattern with two elements (e.g. cat, dog, cat, dog, ____, ____)	Teacher Guide KB	KB Chapter 11	Content Available on MATH PRO
		Student Workbook KB	KB Chapter 11	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 11	Content Available on MATH PRO
	Using ordinal numbers up to 5th place to describe position in a sequence	Teacher Guide KA	KA Chapter 6	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 6	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 6	Content Available on MATH PRO
Measurement: measuring	Directly comparing two objects by an attribute (e.g. length, mass (weight), capacity)	Teacher Guide KA	KA Chapter 7	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 7	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 7	Content Available on MATH PRO
	Connecting days of the week to familiar events and daily routines (e.g. via the class timetable)	Teacher Guide KA	KA Chapter 9	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 9	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 9	Content Available on MATH PRO

Measurement: measuring	Naming and ordering the days of the week, including naming the day before and the day after	Teacher Guide KA	KA Chapter 9	Content Available on MATH PRO
		Student Workbook KA	KA Chapter 9	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 9	Content Available on MATH PRO
Geometry: shapes	Identifying, sorting by one attribute, and describing familiar 2D shapes, including triangles, circles, and rectangles (including squares)	Teacher Guide KA	KA Chapter 10	Content Available on MATH PRO
		Student Workbook K	KA Chapter 10	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 10	Content Available on MATH PRO
Geometry: pathways	Following instructions to move to a familiar location or locate an object	Teacher Guide KB	KB Chapter 15	Content Available on MATH PRO
		Student Workbook KB	KB Chapter 15	Content Available on MATH PRO
		Big Books Problem Solving Teacher's Guide	Big Book 15	Content Available on MATH PRO

Year 1

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures	Subitising (recognising without counting) smaller groups of objects within a larger collection (e.g. 3 and 5 in a group of 8 objects)	Teacher Guide KB	KB Chapter 12 and 13	Content Available on MATH PRO	
		Student Workbook KB	KB Chapter 12 and 13 page 37-77	Content Available on MATH PRO	
		Big Books	Big Book 12 and 13	Content Available on MATH PRO	
	Reading and writing whole numbers up to 100, and representing them using base 10 structure	Teacher Guide 1	Book 1 Chapter 19	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 19 page 277-295	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 19 page 167-171	Content Available on MATH PRO	
	Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100	Teacher Guide 1	Book 1 Chapter 6 and Chapter 19	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 6 page 74-85 Book 1 Chapter 19 page 277-295	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 6 page 58-64 Book 1 Chapter 19 page 167	Content Available on MATH PRO	
	Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	Teacher Guide 1	Book 1 Chapter 19	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 19 page 177-278	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 19 page 167-172	Content Available on MATH PRO	
	Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100	Teacher Guide 1	Book 1 Chapter 19	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 19 page 284-295	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 19 page 167-173	Content Available on MATH PRO	
	Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects	Teacher Guide K	KB Chapter 17	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 17 page 150-162	Content Available on MATH PRO	
		Big Books	Big Book 17	Content Available on MATH PRO	
	Finding the total number of objects up to 20 by grouping (using pairs, 5s, or 10s)	Teacher Guide 1	Book 1 Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 7 page 87-99	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 7 page 65-71	Content Available on MATH PRO	
	Using te reo Māori for numbers up to 30		Not in printed resource	Book 2 Chapter 1 Supplement 1	
	Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s)	Teacher Guide 1	Book 1 Chapter 19	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 19 page 284-295	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 19 page 173-177	Content Available on MATH PRO	
Number: operations	Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$ (e.g. $7 + 3 = 10$)	Teacher Guide K	KB Chapter 13 and 14	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 13 and 14	Content Available on MATH PRO	
		Big Books	Big Books 13 and 14	Content Available on MATH PRO	

Number: operations	Memorising doubles and halves to 10	Teacher Guide 1	Book 1 Chapter 3 and 17	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 3 page 29-32 Book 1 Chapter 17 page 256-258	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 3 page 30,31 Book 1 Chapter 17 page 156-157	Content Available on MATH PRO	
	Adding ten to a one-digit number	Teacher Guide 1	Book 1 Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 7 page 87-110	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 7 page 65-71	Content Available on MATH PRO	
	Adding and subtracting one- and two-digit numbers up to 20, including 0	Teacher Guide 1	Book 1 Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 7 page 87-110	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 7 page 65-79	Content Available on MATH PRO	
	Joining and separating groups of up to 20 objects (e.g. $9 + 6$, $7 + _ = 11$).	Teacher Guide 1	Book 1 Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 7 page 87-110	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 7 page 65-79	Content Available on MATH PRO	
	Multiplying and dividing using equal grouping or counting for products and dividends within 20	Teacher Guide 2	Book 2 Chapter 6	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 6 page 116-129	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 6 page 78-81 Book 2 Chapter 6 page 89-92	Content Available on MATH PRO	
	Naming the number before or after a given number in the counting sequence up to 20	Teacher Guide 1	Book 1 Chapter 6	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 6 page 75	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 6 page 58-64	Content Available on MATH PRO	
	Solving one-step problems involving addition and subtraction using objects and pictorial representations	Teacher Guide 1	Book 1 Chapter 3 Book 1 Chapter 4	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 3 and 4 page 24-32	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 3 page 24-29 Book 1 Chapter 4 page 34-38	Content Available on MATH PRO	
Number: rational numbers	Recognising and representing halves and quarters as fractions of sets, quantities, and regions, using equal parts of the whole	Teacher Guide 1	Book 1 Chapter 16	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 16 page 244-253	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 16 page 150-155	Content Available on MATH PRO	
	Finding a half or quarter of a set using equal sharing and grouping	Teacher Guide 1	Book 1 Chapter 16	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 16 page 244-253	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 16 page 150-155	Content Available on MATH PRO	
	Using te reo Māori naming of halves (haurua) and quarters (hauwhā)				Not in PR1ME Resource*

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

Number: rational numbers	Connecting $\frac{1}{2}$ and $\frac{1}{4}$ through halving	Teacher Guide 1	Book 1 Chapter 16	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 16 page 244-253	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 16 page 150-155	Content Available on MATH PRO	
Number: financial maths	Recognising and knowing the value of New Zealand denominations of currency (i.e, our coins and notes)			NZ Notes and Coins supplement coming 2026	Not in PR1ME Resource*
Algebra: equations and relationships	Completing open number sentences involving addition and subtraction of one-digit numbers (e.g. $2 + 5 = 3 + \underline{\quad}$)		Not in printed resource	Book 1 Chapter 3.2B Supplement 2	
	Checking the truth of number sentences involving addition and subtraction of one-digit numbers (e.g. $7 - 5 = 6 - 4$, true or false?)		Not in printed resource	Book 1 Chapter 3.2A Supplement 2	
	Copying, continuing, creating, and describing a repeating pattern with three elements	Teacher Guide K	KB Chapter 11	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 11 page 28-36	Content Available on MATH PRO	
		Big Books	Big Book 11	Content Available on MATH PRO	
	Identifying missing elements in a pattern (e.g. red, green, blue, red, _____, blue)	Teacher Guide K	KB Chapter 11	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 11 page 28-36	Content Available on MATH PRO	
		Big Books	Big Book 11	Content Available on MATH PRO	
	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)	Teacher Guide K	KA Chapter 7	Content Available on MATH PRO	
		Student Workbook K	KA Chapter 7 page 118-121	Content Available on MATH PRO	
		Big Books	Big Book 7	Content Available on MATH PRO	
Measurement: measuring	Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	Teacher Guide K	KA Chapter 7	Content Available on MATH PRO	
		Student Workbook K	KA Chapter 7 page 122-130	Content Available on MATH PRO	
		Big Books	Big Book 7	Content Available on MATH PRO	
	Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes, or seconds	Teacher Guide K	KA Chapter 9	Content Available on MATH PRO	
		Student Workbook K	KA Chapter 9 page 161 - 172	Content Available on MATH PRO	
		Big Books	Big Book 9	Content Available on MATH PRO	
	Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next)	Teacher Guide K	KA Chapter 9	Content Available on MATH PRO	
		Student Workbook K	KA Chapter 9 page 161 - 172	Content Available on MATH PRO	
		Big Books	Big Book 9	Content Available on MATH PRO	
	Telling the time on analogue and digital clocks to the hour, using the language of 'o'clock'	Teacher Guide 1	Book 1 Chapter 18	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 18 page 267	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 18 page 161-166	Content Available on MATH PRO	
	Identifying, describing, and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders, and spheres	Teacher Guide K	KB Chapter 15	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 15 page 123-136	Content Available on MATH PRO	
		Big Books	Big Book 15	Content Available on MATH PRO	
Geometry: shapes					

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

Geometry: spatial reasoning	Composing a compound shape using smaller shapes by trial and error, and decomposing a shape into smaller shapes	Teacher Guide K	KB Chapter 16	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 16 page 137-149	Content Available on MATH PRO	
		Big Books	Big Book 16	Content Available on MATH PRO	
Geometry: pathways	Following instructions to move to a familiar location or locate an object	Teacher Guide 1	Book 1 Chapter 5	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 5 page 67	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 5 page 50-52	Content Available on MATH PRO	
	Using pictures, diagrams, or stories to describe the positions of objects and places.	Teacher Guide K	KB Chapter 10 and 15	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 10 page 15 KB Chapter 15 page 127	Content Available on MATH PRO	
		Big Books	Big Book 10	Content Available on MATH PRO	
	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)	Teacher Guide K	KB Chapter 10 and 15	Content Available on MATH PRO	
		Student Workbook K	KB Chapter 10 page 15 KB Chapter 15 page 127	Content Available on MATH PRO	
		Big Books	Big Book 10	Content Available on MATH PRO	
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?)	Teacher Guide K	KA Chapter 3	Content Available on MATH PRO	
		Student Workbook KI	KA Chapter 3 page 54-61	Content Available on MATH PRO	
		Big Books	Big Book 3	Content Available on MATH PRO	
	Recording data using tally charts	Teacher Guide 1	Book 1 Chapter 14	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 14 page 208-221	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 14 page 126-131	Content Available on MATH PRO	
Statistics: Visualisation of data	Creating picture graphs for categorical data	Teacher Guide 1	Book 1 Chapter 14	Content Available on MATH PRO	
		Coursebook 1	Book 1 Chapter 14 page 208-221	Content Available on MATH PRO	
		Practice Book 1	Book 1 Chapter 14 page 126-131	Content Available on MATH PRO	
Statistics: Interpretation of data	Describing a picture graph by giving the frequency for each category	Teacher Guide K Teacher Guide Book 1	KA Chapter 3 Book 1 Chapter 14	Content Available on MATH PRO	
		Student Workbook K Coursebook 1	KA Chapter 3 page 54-61 Book 1 Chapter 14 page 208-214	Content Available on MATH PRO	
		Practice Book 1 Big Books	Book 1 Chapter 14 page 126-131 Big Book 3	Content Available on MATH PRO	
	Answering questions about a picture graph, including which category has the most or least items	Teacher Guide K Teacher Guide Book 1	KA Chapter 3 Book 1 Chapter 14	Content Available on MATH PRO	
		Student Workbook K Coursebook 1	KA Chapter 3 page 54-61 Book 1 Chapter 14 page 208-214	Content Available on MATH PRO	
		Practice Book 1 Big Books	Book 1 Chapter 14 page 126-131 Big Book 3	Content Available on MATH PRO	

Year 2

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures	Reading and writing whole numbers up to 120, and representing them using base 10 structure	Teacher Guide 1	Book 1, Chapter 19	Content Available on MATH PRO	Up to 100 in printed books
		Coursebook 1	Book 1, Chapter 19, pages 277-294	Content Available on MATH PRO	Up to 100 in printed books
		Practice Book 1	Book 1, Chapter 19, pages 167-177	Content Available on MATH PRO	Up to 100 in printed books
	Comparing and ordering whole numbers up to 120	Teacher Guide 1	Book 1, Chapter 19	Content Available on MATH PRO	Up to 100 in printed books
		Coursebook 1	Book 1, Chapter 19, pages 277-294	Content Available on MATH PRO	Up to 100 in printed books
		Practice Book 1	Book 1, Chapter 19, pages 167-177	Content Available on MATH PRO	Up to 100 in printed books
	Counting forwards in 3s from multiples of 3s	Teacher Guide 2	Book 2, Chapter 10	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 10, pages 194-197	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 10, pages 126-127	Content Available on MATH PRO	
	Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120	Teacher Guide 2	Book 2, Chapter 1	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 1, pages 16-17	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 1, pages 17-18	Content Available on MATH PRO	
	Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)	Teacher Guide 1	Book 1, Chapter 19	Content Available on MATH PRO	Only up to 100 in printed books
		Coursebook 1	Book 1, Chapter 19, pages 277-283	Content Available on MATH PRO	Only up to 100 in printed books
		Practice Book 1	Book 1, Chapter 19, pages 167-169	Content Available on MATH PRO	Only up to 100 in printed books
	Using te reo Māori for numbers up to 100		Not in printed resources	Book 1, Chapter 19, Yr 2 Supplement 1	
	Identifying odd and even numbers up to 120	Teacher Guide 1	Book 1, Chapter 19	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 19, pages 277-294	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 19, pages 167-177	Content Available on MATH PRO	
	Rounding numbers up to 120 to the nearest 10	Teacher Guide 3	Book 3, Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3, Chapter 1, pages 14-15	Content Available on MATH PRO	
		Practice Book 3	Book 3, Chapter 1, page 18	Content Available on MATH PRO	

Number: number structures	Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120	Teacher Guide 1	Book 1, Chapter 19	Content Available on MATH PRO	Only up to 100
		Coursebook 1	Book 1, Chapter 19, pages 284-294	Content Available on MATH PRO	Only up to 100
		Practice Book 1	Book 1, Chapter 19, pages 175-177	Content Available on MATH PRO	Only up to 100
	Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)	Teacher Guide 1	Book 1, Chapter 19	Content Available on MATH PRO	Only up to 100
		Coursebook 1	Book 1, Chapter 19, pages 284-294	Content Available on MATH PRO	Only up to 100
		Practice Book 1	Book 1, Chapter 19, pages 170-177	Content Available on MATH PRO	Only up to 100
Number: operations	Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$)	Teacher Guide 1	Book 1, Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 7, pages 87-92	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 7, pages 65-67	Content Available on MATH PRO	
	Memorising doubles and halves to 20	Teacher Guide 1	Book 1, Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 7, pages 92-94	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 7, pages 68-69	Content Available on MATH PRO	
	Adding 100 to a one-digit number	Teacher Guide 3	Book 3, Chapter 6	Content Available on MATH PRO	
		Coursebook 3	Book 3, Chapter 6, pages 144-146	Content Available on MATH PRO	
		Practice Book	Book 3, Chapter 6, pages 105-106	Content Available on MATH PRO	Not adding a whole 100 but adding a 1-digit to a 3-digit number e.g. $532+4$
	Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$)	Teacher Guide 2	Book 2, Chapter 2	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 2, pages 27-38	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 2, pages 23-34	Content Available on MATH PRO	
	Adding and subtracting 3 one-digit numbers (e.g. $7 + 3 + 6$).	Teacher Guide 1	Book 1, Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 7, pages 96-98	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 7, pages 70-71	Content Available on MATH PRO	
	Solving one-step addition and subtraction problems involving numbers up to 100	Teacher Guide 2	Book 2, Chapter 2	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 2, pages 27-38	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 2, pages 23-34	Content Available on MATH PRO	
	Solving multi-step addition and subtraction problems involving numbers up to 20	Teacher Guide 1	Book 1, Chapter 7	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 7, pages 88-115	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 7, pages 66-79	Content Available on MATH PRO	
	Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	Teacher Guide 2	Book 2, Chapter 8	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 8, pages 150-163	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 8, pages 100-105	Content Available on MATH PRO	

Number: operations	Memorising multiplication and corresponding division facts for 2s, 5s, and 10s	Teacher Guide 2	Book 2, Chapter 8	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 8, pages 150-163	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 8, pages 100-112	Content Available on MATH PRO	
	Multiplying and dividing with products and dividends up to 100	Teacher Guide 3	Book 3, Chapter 4	Content Available on MATH PRO	
		Coursebook 3	Book 3, Chapter 4, pages 79-101	Content Available on MATH PRO	
		Practice Book 3	Book 3, Chapter 4, pages 60-78	Content Available on MATH PRO	
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	Teacher Guide 2	Book 2, Chapter 12	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 12, pages 234-247	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 12, pages 151-158	Content Available on MATH PRO	
	Recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Teacher Guide 1	Book 1, Chapter 16	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 16, pages 244-253	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 16, pages 150-155	Content Available on MATH PRO	
	Directly comparing two fractions involving halves, thirds, or quarters	Teacher Guide 1	Book 1, Chapter 16	Content Available on MATH PRO	Only halves and quarters
		Coursebook 1	Book 1, Chapter 16, pages 244-253	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 16, pages 150-155	Content Available on MATH PRO	
	Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones)	Teacher Guide 1 and 2	Book 1, Chapter 17 Book 2, Chapter 12	Content Available on MATH PRO	Book 1: doubles and halves Book 2: halves, thirds and quarters
		Coursebook 1 and 2	Book 1, Chapter 17, pages 255-261 Book 2, Chapter 12 pages 235-241	Content Available on MATH PRO	
		Practice Book 1 and 2	Book 1, Chapter 17, pages 156-157 Book 2, Chapter 12, pages 151-154	Content Available on MATH PRO	
	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	Teacher Guide 1 and 2	Book 1, Chapter 17 Book 2, Chapter 12	Content Available on MATH PRO	Book 1: doubles and halves Book 2: halves, thirds and quarters
		Coursebook 1 and 2	Book 1, Chapter 17, pages 255-261 Book 2, Chapter 12 pages 235-241	Content Available on MATH PRO	
		Practice Book 1 and 2	Book 1, Chapter 17, pages 156-157 Book 2, Chapter 12, pages 151-154	Content Available on MATH PRO	
Number: financial maths	Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value	Teacher Guide 1	Book 1, Chapter 20	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 20, pages 297-310	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 20, pages 178-185	Content Available on MATH PRO	
	Combining denominations of currency (either all notes or all coins) to make a particular value	Teacher Guide 1	Book 1, Chapter 20	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 20, pages 297-310	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 20, pages 178-185	Content Available on MATH PRO	
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?)		Not in printed resource	Book 3, Chapter 2, Unit 3A and 3B pages Y3S2:1 and Y3S2:3	

Algebra: equations and relationships	Checking the truth of number sentences involving direct comparisons of whole numbers up to 120 (e.g. $16 > 60$, true or false?)		Not in printed resource	Book 3, Chapter 2, Unit 3A and 3B pages Y3S2:1 and Y3S2:3	
	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)	Teacher Guide 2	Book 2, Chapter 1	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 1, pages 12-14	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 1, pages 14-15	Content Available on MATH PRO	
Measurement: measuring	Estimating and using an informal unit repeatedly to measure the length, mass (weight), or capacity of an object	Teacher Guide 1	Book 1, Chapter 10 Length Book 1, Chapter 11 Mass Book 1, Chapter 12 Capacity	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 10 Length, pages 152-165 Book 1, Chapter 11 Mass, pages 166-181 Book 1, Chapter 12 Capacity, pages 182-192	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 10 Length, pages 97-104 Book 1, Chapter 11 Mass, pages 105-112 Book 1, Chapter 12 Capacity, pages 113-116	Content Available on MATH PRO	
	Estimating and measuring length (cm), mass (g), and capacity (ml), using tools with labelled markings and whole-number metric units	Teacher Guide 2	Book 2, Chapter 3, Length Book 2, Chapter 4, Mass Book 2, Chapter 5, Capacity	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 3, Length, pages 64-82 Book 2, Chapter 4, Mass, pages 83-102 Book 2, Chapter 5, Capacity, pages 103-115	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 3, Length, pages 51-57 Book 2, Chapter 4, Mass, pages 58-66 Book 2, Chapter 5, Capacity, pages 67-77	Content Available on MATH PRO	
	Comparing and ordering several objects using informal units of length, mass (weight), or capacity	Teacher Guide 1	Book 1, Chapter 10 Length Book 1, Chapter 11 Mass Book 1, Chapter 12 Capacity	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 10 Length, pages 152-165 Book 1, Chapter 11 Mass, pages 166-181 Book 1, Chapter 12 Capacity, pages 182-192	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 10 Length, pages 97-104 Book 1, Chapter 11 Mass, pages 105-112 Book 1, Chapter 12 Capacity, pages 113-116	Content Available on MATH PRO	

Measurement: measuring	Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	Teacher Guide 2 and 3	Book 2, Chapter 14 Book 3, Chapter 15	Content Available on MATH PRO	Book 2: full, half and quarter turns Book 3: three-quarter turns
		Coursebook 2 and 3	Book 2, Chapter 14, pages 269-276 Book 3, Chapter 15, pages 319-322	Content Available on MATH PRO	
		Practice Book 2 and 3	Book 2, Chapter 14, pages 176-179 Book 3, Chapter 15, pages 204-205	Content Available on MATH PRO	
	Naming and ordering the months and seasons	Teacher Guide 1	Book 1, Chapter 18	Book 2, Chapter 13, Unit 3, Y2S5:1	Seasons only in MathPro Supplement
		Coursebook 1	Book 1, Chapter 18, pages 262-276	Book 2, Chapter 13, Unit 3, Y2S5:1	
		Practice Book 1	Book 1, Chapter 18, pages 158-166	Book 2, Chapter 13, Unit 3, Y2S5:1	
	Describing durations of familiar events using years, months, weeks, and days, or hours, minutes and seconds	Teacher Guide 2	Book 2, Chapter 13	Content Available on MATH PRO	
		Coursebook 2	Book 2, Chapter 13, pages 248-268	Content Available on MATH PRO	
		Practice Book 2	Book 2, Chapter 13, pages 165-175	Content Available on MATH PRO	
	Naming the month before and the month after	Teacher Guide 1	Book 1, Chapter 18	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 18, pages 262-276	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 18, pages 158-166	Content Available on MATH PRO	
	Using ordinal numbers to identify months of the year	Teacher Guide 1	Book 1, Chapter 18	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 18, pages 262-276	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 18, pages 158-166	Content Available on MATH PRO	
	Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of 'past' and 'o'clock'	Teacher Guide 1	Book 1, Chapter 18	Content Available on MATH PRO	Book 1: to the hour and half-hour.
		Coursebook 1	Book 1, Chapter 18, pages 262-276	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 18, pages 158-166	Content Available on MATH PRO	
	Measuring the perimeter of polygon using metric units		Not in printed resource	Book 3, Chapter 14A, Unit 1, Y3S8:2	
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	Teacher Guide 1	Book 1, Chapter 8 Book 1, Chapter 9	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 8, pages 116-120 Book 1, Chapter 9, pages 135-143	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 8, pages 80-82 Book 1, Chapter 9, pages 87-88	Content Available on MATH PRO	
Geometry: spatial reasoning	Flipping, sliding, and turning 2D shapes to make a pattern or compose a shape	Teacher Guide KB	KB, Chapter 11 KB, Chapter 16	Content Available on MATH PRO	
		Student Workbook KB	KB, Chapter 11, pages 24-36 KB, Chapter 16, pages 137-149	Content Available on MATH PRO	
		Big Books	Big Book 11 and 16	Content Available on MATH PRO	

Geometry: pathways	Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns	Teacher Guide 1	Book 1, Chapter 5	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 5, pages 59-73	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 5, pages 45-52	Content Available on MATH PRO	
	Interpreting diagrams to describe the positions of objects and places in relation to other objects and places.	Teacher Guide 1	Book 1, Chapter 5	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 5, pages 59-73	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 5, pages 45-52	Content Available on MATH PRO	
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?)	Teacher Guide 1	Book 1, Chapter 14	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 14, pages 208-221	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 14, pages 126-131	Content Available on MATH PRO	
	Sorting categorical data into categories and considering if “other” should be a category for sorting rare responses	Teacher Guide 1	Book 1, Chapter 14	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 14, pages 208-221	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 14, pages 126-131	Content Available on MATH PRO	
	Recording data using tally charts	Teacher Guide 1	Book 1, Chapter 14	Content Available on MATH PRO	
		Coursebook 1	Book 1, Chapter 14, pages 208-221	Content Available on MATH PRO	
		Practice Book 1	Book 1, Chapter 14, pages 126-131	Content Available on MATH PRO	
Statistics: Visualisation of data	Creating data visualisations for categorical data	Teacher Guide 1	Book 1, Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 1	Book 1, Chapter 14, pages 208-221	<i>Content Available on MATH PRO</i>	
		Practice Book 1	Book 1, Chapter 14, pages 126-131	<i>Content Available on MATH PRO</i>	
Statistics: Interpretation of data	Describing data visualisations using the variable name and the context and giving the frequency for each category	Teacher Guide 1	Book 1, Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 1	Book 1, Chapter 14, pages 208-221	<i>Content Available on MATH PRO</i>	
		Practice Book 1	Book 1, Chapter 14, pages 126-131	<i>Content Available on MATH PRO</i>	
	Answering questions about data visualisations, including which category has the most or least items	Teacher Guide 1	Book 1, Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 1	Book 1, Chapter 14, pages 208-221	<i>Content Available on MATH PRO</i>	
		Practice Book 1	Book 1, Chapter 14, pages 126-131	<i>Content Available on MATH PRO</i>	

Year 3

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures	Reading and writing whole numbers up to 1,000, and representing them using base 10 structure	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 1-5	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 9-11	Content Available on MATH PRO	
	Recognising the place value of each digit in a three-digit number	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 1-5	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 9-11	Content Available on MATH PRO	
	Comparing and ordering whole numbers up to 1,000	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 6-11	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 page 12-15	Content Available on MATH PRO	
	Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 1-5	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 9-11	Content Available on MATH PRO	
	Estimating the answer to a calculation		Not in printed resource	Book 2 Year 2 Supplement 2 Y2S2	
			Not in printed resource	Book 2 Year 2 Supplement 2 Y2S2	
			Not in printed resource	Book 2 Year 2 Supplement 2 Y2S2	
	Rounding numbers to the nearest 10 or 100	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 12-16	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 16-19	Content Available on MATH PRO	
	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)	Teacher Guide 2	Book 2 Chapter 8 Book 2 Chapter 10	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 8 pages 150-177 Book 2 Chapter 10 pages 193-212	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 8 pages 100-112 Book 2 Chapter 10 pages 126-135	Content Available on MATH PRO	
	Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1000	Teacher Guide 2	Book 2 Chapter 8	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 8 pages 160 and 169	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 8 pages 104 and 108	Content Available on MATH PRO	

Number: operations	Finding the complement of a number to 100 (e.g. $34 + _ = 100$)				Not in PR1ME resource*
	Adding and subtracting numbers up to 1000 (e.g. $329 + 3$, $329 + 80$, $329 - 200$, $137 + 54$)		Book 3 Chapter 2	Book 3 Year 3 Supplement 3 Y3S3	
			Book 3 Chapter 2 pages 19-57	Book 3 Year 3 Supplement 3 Y3S3	
			Book 3 Chapter 2 pages 20-46	Book 3 Year 3 Supplement 3 Y3S3	
	Solving one-step addition and subtraction problems involving numbers up to 1000	Teacher Guide 3	Book 3 Chapter 2	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 2 pages 19-57	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 2 pages 20-46	Content Available on MATH PRO	
	Solving multi-step addition and subtraction problems involving numbers up to 100	Teacher Guide 2	Book 2 Chapter 2	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 2 pages 58-63	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 2 pages 49-50	Content Available on MATH PRO	
	Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s, and 10s	Teacher Guide 2	Book 2 Chapter 8 Book 2 Chapter 10	Book 3 Year 3 Supplement 1 Y3S1	
		Coursebook 2	Book 2 Chapter 8 pages 150-177 Book 2 Chapter 10 pages 193-212	Book 3 Year 3 Supplement 1 Y3S1	
		Practice Book 2	Book 2 Chapter 8 pages 100-112 Book 2 Chapter 10 pages 126-135	Book 3 Year 3 Supplement 1 Y3S1	
	Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts	Teacher Guide 2	Book 2 Chapter 6 Book 2 Chapter 7	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 6 pages 116-130 Book 2 Chapter 7 pages 131-149	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 6 pages 78-87 Book 2 Chapter 7 pages 89-99	Content Available on MATH PRO	
	Multiplying a one- or two-digit number by a one-digit number (e.g. 4×6 ; 2×23)	Teacher Guide 3	Book 3 Chapter 4	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 4 pages 80-90	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 4 pages 60-70	Content Available on MATH PRO	
	Dividing whole numbers by a one-digit divisor with no remainders (e.g. $24 \div 3$, $32 \div 4$)	Teacher Guide 2	Book 2 Chapter 7	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 7 pages 140-149	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 7 pages 94-99	Content Available on MATH PRO	
Number: rational numbers	Reading, writing, and representing fractions of sets, quantities, and measurements on a number line, and of regions, using small denominators	Teacher Guide 2	Book 2 Chapter 12	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 12 pages 234-241	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 12 pages 151-154	Content Available on MATH PRO	
	Counting in unit fractions up to 1	Teacher Guide 3	Book 3 Chapter 12	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 12 pages 232-233	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 12 page 164	Content Available on MATH PRO	

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

Number: rational numbers	Comparing unit fractions with denominators up to 12	Teacher Guide 2	Book 2 Chapter 12	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 12 pages 242-243	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 12 pages 155-156	Content Available on MATH PRO	
	Comparing non-unit fractions with the same denominator up to 12	Teacher Guide 3	Book 3 Chapter 11	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 11 pages 234-237	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 page 165	Content Available on MATH PRO	
	Identifying when two fractions are equivalent, using representations	Teacher Guide 3	Book 3 Chapter 11	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 11 pages 242-243	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 page 169	Content Available on MATH PRO	
	Finding a unit fraction of a whole number by connecting to division (e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$)	Teacher Guide 2	Book 2 Chapter 12	Content Available on MATH PRO	This is only finding a fraction of a whole
		Coursebook 2	Book 2 Chapter 12 page 237	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 12 page 152	Content Available on MATH PRO	(e.g. $\frac{1}{3}$ of 15 is found by $15 \div 3$)
	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 $4 \times 3 = 12$)	Teacher Guide 2	Book 2 Chapter 12	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 12 page 240	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 12 page 154	Content Available on MATH PRO	
	Adding and subtracting fractions with the same denominator within a whole (e.g. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8} = \frac{6}{8}$)	Teacher Guide 3	Book 3 Chapter 11	Book 3 Year 3 Supplement 5 Y3S5	
		Coursebook 3	Book 3 Chapter 11 pages 250-252	Book 3 Year 3 Supplement 5 Y3S5	
		Practice Book 3	Book 3 Chapter 11 pages 173-174	Book 3 Year 3 Supplement 5 Y3S5	
Number: financial maths	Representing currency values of mixed dollars and cents without using decimal notation (e.g. \$2 and 50 cents)	Teacher Guide 2	Book 2 Chapter 11	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 11 pages 213-219	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 11 pages 136-140	Content Available on MATH PRO	
	Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes	Teacher Guide 2	Book 2 Chapter 11	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 11 pages 220-223	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 11 pages 141-144	Content Available on MATH PRO	
	Using addition and subtraction to give change	Teacher Guide 2	Book 2 Chapter 11 page 227	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 11 pages 224-227	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 11 pages 145-148	Content Available on MATH PRO	
Algebra: equations and relationships	Checking the truth of number sentences involving direct comparisons of whole numbers up to 1,000 (e.g. $313 < 330$, true or false?)		Not in printed resource	Book 3 Year 3 Supplement 2 Y3S2	
	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?)		Not in printed resource	Book 4 Year 4 Supplement 3 Y4S3	
	Recognising, continuing, and creating growing number patterns		Not in printed resource	Book 3 Year 3 Supplement 1 Y3S1	

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	Teacher Guide 2	Book 2 Chapter 3 Book 3 Chapter 4 Book 3 Chapter 5	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 3 pages 64-82 Book 3 Chapter 4 pages 83-102 Book 3 Chapter 5 pages 103-115	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 3 pages 51-55 Book 3 Chapter 4 pages 58-66 Book 3 Chapter 5 pages 67-72	Content Available on MATH PRO	
	Comparing and ordering objects using whole-number metric units of length, mass, or capacity	Teacher Guide 2	Book 2 Chapter 3 Book 3 Chapter 4 Book 3 Chapter 5	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 3 pages 64-82 Book 3 Chapter 4 pages 83-102 Book 3 Chapter 5 pages 103-115	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 3 pages 51-55 Book 3 Chapter 4 pages 58-66 Book 3 Chapter 5 pages 67-72	Content Available on MATH PRO	
	Turning an object or person and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks	Teacher Guide 2	Book 2 Chapter 14	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 14 page 271	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 14 page 176	Content Available on MATH PRO	
	Identifying the duration of events using years, months, weeks, days, hours, minutes, and seconds	Teacher Guide 2	Book 2 Chapter 13	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 13 pages 261-263	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 13 page 173	Content Available on MATH PRO	
	Describing the differences in duration between units of time (e.g. days vs weeks, months vs years)	Teacher Guide 2	Book 2 Chapter 13	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 13 pages 261-263	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 13 page 173	Content Available on MATH PRO	
	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	Teacher Guide 2	Book 2 Chapter 13	Content Available on MATH PRO	
		Coursebook 2	Book 2 Chapter 13 pages 249-258	Content Available on MATH PRO	
		Practice Book 2	Book 2 Chapter 13 pages 165-171	Content Available on MATH PRO	
	Measuring the perimeter of polygon using metric units		Not in printed resources	Book 3 Year 3 Supplement 8 Unit 1 Y3S8	
	Measuring the area of rectangles using squares of equal size		Not in printed resources	Book 3 Year 3 Supplement 8 Unit 2 Y3S8	
Geometry: shapes	Identifying, describing, visualising and sorting regular polygons with up to 10 sides	Teacher Guide 3	Book 3 Chapter 14	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 14 page 307	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 14 pages 199 - 200	Content Available on MATH PRO	

Geometry: spatial reasoning	Recognising lines of symmetry in patterns or pictures, and creating or completing symmetrical patterns or pictures	Teacher Guide 3	Book 3 Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 3	Book 3 Chapter 14 page 312	<i>Content Available on MATH PRO</i>	
		Practice Book 3	Book 3 Chapter 14 pages 201-202	<i>Content Available on MATH PRO</i>	
Geometry: pathways	Following and creating a sequence of step-by-step instructions for moving people or objects to a different location, including half and quarter turns and the distance to be travelled	Teacher Guide 2	Book 2 Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 2	Book 2 Chapter 14 pages 269-273	<i>Content Available on MATH PRO</i>	
		Practice Book 2	Book 2 Chapter 14 pages 176-177	<i>Content Available on MATH PRO</i>	
	Use simple maps to locate objects and places relative to other objects and places.	Teacher Guide 2	Book 2 Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 2	Book 2 Chapter 14 pages 274-276	<i>Content Available on MATH PRO</i>	
		Practice Book 2	Book 2 Chapter 14 pages 178-179	<i>Content Available on MATH PRO</i>	
Statistics: Developing knowledge from data	Collecting categorical data and sorting the responses	Teacher Guide 2	Book 2 Chapter 15	<i>Content Available on MATH PRO</i>	
		Coursebook 2	Book 2 Chapter 15 pages 279-292	<i>Content Available on MATH PRO</i>	
		Practice Book 2	Book 2 Chapter 15 pages 180-188	<i>Content Available on MATH PRO</i>	
	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?)	Teacher Guide 2	Book 2 Chapter 15	<i>Content Available on MATH PRO</i>	
		Coursebook 2	Book 2 Chapter 15 pages 279-292	<i>Content Available on MATH PRO</i>	
		Practice Book 2	Book 2 Chapter 15 pages 180-188	<i>Content Available on MATH PRO</i>	
Statistics: Visualisation of data	Creating data visualisations for categorical and numerical data	Teacher Guide 2	Book 2 Chapter 15	<i>Content Available on MATH PRO</i>	
		Coursebook 2	Book 2 Chapter 15 pages 279-292	<i>Content Available on MATH PRO</i>	
		Practice Book 2	Book 2 Chapter 15 pages 180-188	<i>Content Available on MATH PRO</i>	
Statistics: Interpretation of data	Describing data visualisations using the variable name and the context and giving the frequency for each category or number	Teacher Guide 3	Book 3 Chapter 7	<i>Content Available on MATH PRO</i>	
		Coursebook 3	Book 3 Chapter 7 pages 158-161	<i>Content Available on MATH PRO</i>	
		Practice Book 3	Book 3 Chapter 7 pages 119-120	<i>Content Available on MATH PRO</i>	
	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?)	Teacher Guide 2	Book 2 Chapter 15	<i>Content Available on MATH PRO</i>	
		Coursebook 2	Book 2 Chapter 15 pages 279-292	<i>Content Available on MATH PRO</i>	
		Practice Book 2	Book 2 Chapter 15 pages 180-188	<i>Content Available on MATH PRO</i>	