

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 2 - Years 4-6
Supplier	PR1ME

Year 4

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures	Reading, writing, comparing, and ordering whole numbers up to 10,000 and representing them using base 10 structure	Teacher Guide 4	Book 4, Chapter 1	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 1, pages 1-20	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 1, pages 9-19	Content Available on MATH PRO	
	Rounding whole numbers to the nearest thousand, hundred, or ten	Teacher Guide 3	Book 3, Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3, Chapter 1 pages 1-18	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 9-19	Content Available on MATH PRO	
	Rounding tenths to the nearest whole number	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 pages 214-220	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 pages 140-141	Content Available on MATH PRO	
	Counting forwards and backwards in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 25s and 50s from multiples of the counting unit	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 1-18	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 9-19	Content Available on MATH PRO	
	Counting in 10s, 100s, and 1,000s from any whole number up to 10,000	Teacher Guide 4	Book 4 Chapter 1	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 1 pages 1-20	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 1 pages 9-19	Content Available on MATH PRO	
Number: operations	Adding and subtracting up to four-digit numbers	Teacher Guide 4	Book 4 Chapter 2	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 2 pages 21-55	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 2 pages 20-37	Content Available on MATH PRO	



Number: operations	Memorising multiplication and corresponding division facts for 2s to 10s	Teacher Guide 3	Book 3 Chapter 3	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 3 pages 58-78	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 3 pages 48-59	Content Available on MATH PRO	
	Using place value and known and derived facts to multiply and divide mentally, including multiplying by 0 and 1 and dividing by 1	Teacher Guide 3	Book 3 Chapter 4	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 4 pages 79-108	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 4 pages 60-80	Content Available on MATH PRO	
	Multiplying two-digit and three-digit numbers by a one-digit number	Teacher Guide 3	Book 3 Chapter 4	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 4 pages 79-108	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 4 pages 60-80	Content Available on MATH PRO	
	Dividing up to a three-digit whole number by a one-digit divisor, with no remainder (e.g. $65 \div 5$)	Teacher Guide 3	Book 3 Chapter 4	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 4 pages 79-108	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 4 pages 60-80	Content Available on MATH PRO	
Number: rational numbers	Reading, writing, and representing tenths as fractions and decimals	Teacher Guide 3	Book 3 Chapter 11 Book 4 Chapter 10	Content Available on MATH PRO	Book 3: Fractions Book 4: Decimals
		Coursebook 3	Book 3 Chapter 11 pages 231-265 Book 4 Chapter 10 pages 189-219	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 pages 164-182 Book 4 Chapter 10 pages 121-141	Content Available on MATH PRO	
	Comparing and ordering tenths as fractions and decimals	Teacher Guide 3	Book 3 Chapter 11 Book 4 Chapter 10	Content Available on MATH PRO	Book 3: Fractions Book 4: Decimals
		Coursebook 3	Book 3 Chapter 11 pages 231-265 Book 4 Chapter 10 pages 189-219	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 pages 164-182 Book 4 Chapter 10 pages 121-141	Content Available on MATH PRO	
	Dividing one- and two-digit whole numbers by 10 to make decimals and identify tenths	Teacher Guide 5	Book 5 Chapter 11	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 11 pages 222-250	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 11 pages 129-148	Content Available on MATH PRO	
	Multiplying decimal tenths by 10	Teacher Guide 5	Book 5 Chapter 11	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 11 pages 222-250	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 11 pages 129-148	Content Available on MATH PRO	
	Memorising and using the decimal equivalent of $\frac{1}{2}$ and fractions with denominators of 10				Not in PR1ME Resource*
	Comparing and ordering fractions with the same numerator or same denominator	Teacher Guide 3	Book 3 Chapter 11	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 11 pages 231-241	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 pages 164-168	Content Available on MATH PRO	

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

Number: operations	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 242-249	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 pages 169-172	Content Available on MATH PRO	
	Relating fractions, improper fractions, and mixed numbers to their position on a number line	Teacher Guide 4	Book 4 Chapter 4	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 4 pages 82-98	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 4 pages 59-68	Content Available on MATH PRO	
	Finding a unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{1}{3}$ of 300)	Teacher Guide 4	Book 4 Chapter 5	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 5 pages 113-126	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 5 pages 78-86	Content Available on MATH PRO	
	Finding the whole set or amount when given a unit fraction, using multiplication and division facts (e.g. $\frac{1}{4}$ of a set is 7, what is the whole set?)	Teacher Guide 4	Book 4 Chapter 5	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 5 pages 113-126	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 5 pages 78-86	Content Available on MATH PRO	
	Adding and subtracting fractions with the same denominators, including beyond a whole (e.g. $\frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{9}{8} = 1\frac{1}{8}$)	Teacher Guide 3	Book 3 Chapter 11	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 11 pages 250-265	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 11 pages 173-182	Content Available on MATH PRO	
	Adding and subtracting decimals to one decimal place (e.g. $1.3 + 0.2 = 1.5$)	Teacher Guide 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 9 pages 169-187	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 9 pages 98-110	Content Available on MATH PRO	
	Using known multiplication and division facts to scale a quantity (e.g. to double or halve a recipe)	Teacher Guide 3	Book 3 Chapter 6	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 6 pages 150-154	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 6 pages 111-112	Content Available on MATH PRO	
Number: financial maths	Representing amounts of currency using different combinations of denominations (e.g. making \$5 and 80 cents in multiple ways using play money)	Teacher Guide 3	Book 3 Chapter 5	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 5 pages 109-138	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 5 pages 86-102	Content Available on MATH PRO	
	Calculating the total cost of several items costing whole-dollar amounts and with different prices, or of multiples of the same item, including giving change	Teacher Guide 3	Book 3 Chapter 5	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 5 pages 109-138	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 5 pages 86-102	Content Available on MATH PRO	
Algebra: equations and relationships	Checking the truth of number sentences and completing open number sentences involving addition and subtraction (e.g. $8205 - 4721 = 3484$, true or false?; $4200 - __ = 4001$)		Not in printed resource	Book 4 Chapter 3 Unit 3A & 3B	
	Checking the truth of number sentences and completing open number sentences involving multiplication and division (e.g. $11 \times 7 = 78$, true or false?; $__ \div 10 = 12$).		Not in printed resource	Book 4 Chapter 3 Unit 3A & 3B	

Algebra: equations and relationships	Recognising, continuing, creating, and describing growing patterns (including numerical and non-numerical patterns) that change by adding, subtracting, or multiplying by a constant whole number (e.g. 5, 7, 9, 11, ...; 3, 6, 12, 24, ...)	Teacher Guide 3	Book 3 Chapter 1	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 1 pages 8-9	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 1 pages 13-14	Content Available on MATH PRO	
Measurement: measuring	Using familiar objects (e.g. body parts) and experiences (e.g. time taken to travel to school, the temperature outside) to create estimation benchmarks	Teacher Guide 3	Book 3 Chapter 12	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 12 pages 266-288	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 12 pages 183-191	Content Available on MATH PRO	
	Using the appropriate tool for measuring length, mass (weight), and capacity in mixed units (e.g. 1 m and 23 cm, 10 kg and 3 g, 2 L and 500 mL)	Teacher Guide 3	Book 3 Chapter 8, 9, 10 and 12	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapters 8, 9, 10 and 12	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapters 8, 9, 10 and 12	Content Available on MATH PRO	
	Measuring temperature in degrees Celsius		Not in printed resources	Book 3 Chapter 12B	
	Measuring the perimeter of polygons using metric units (mm, cm, and m)		Not in printed resources	Book 3 Chapter 14A	
	Measuring the areas of irregular shapes covered with squares and half squares		Not in printed resources	Book 3 Chapter 14A	
	Calculating the areas of rectangular figures (including squares) using multiplication of side lengths		Not in printed resources	Book 3 Chapter 14A	
	Measuring the volumes of rectangular prisms (cuboids) by filling them with identical 3D blocks				Not in PR1ME Resource*
	Estimating the size of angles by comparing them to 90, 180, and 360 degrees	Teacher Guide 3	Book 3 Chapter 13	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 13, pages 289-304	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 13, pages 192-198	Content Available on MATH PRO	
	Telling the time on analogue and digital clocks to the nearest minute	Teacher Guide 3	Book 3 Chapter 12	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 12, pages 266-282	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 12, pages 183-190	Content Available on MATH PRO	
	Measuring duration in hours, minutes, and seconds, including mixed time units (e.g. 1h and 42mins, 3mins and 21s)	Teacher Guide 3 and 4	Book 3 Chapter 12 Book 4 Chapter 15	Content Available on MATH PRO	
		Coursebook 3 and 4	Book 3 Chapter 12 pages 266-282 Book 4 Chapter 15 pages 305-338	Content Available on MATH PRO	Book 3: partially covered Book 4: more coverage
		Practice Book 3 and 4	Book 3 Chapter 12 pages 183-190 Book 4 Chapter 15 pages 185-204	Content Available on MATH PRO	
	Finding equivalent durations of time using different units (e.g. 3 weeks is 21 days; 90 seconds = 1.5 minutes; 48 hours = 2 days)	Teacher Guide 3 and 4	Book 3 Chapter 12 Book 4 Chapter 15	Content Available on MATH PRO	Book 3: partially covered Book 4: more coverage
		Coursebook 3 and 4	Book 3 Chapter 12 pages 266-282 Book 4 Chapter 15 pages 305-338	Content Available on MATH PRO	
		Practice Book 3 and 4	Book 3 Chapter 12 pages 183-190 Book 4 Chapter 15 pages 185-204	Content Available on MATH PRO	

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Geometry: shapes	Identifying, classifying, and describing the attributes of regular and irregular polygons of up to 12 sides, using edges, vertices, and angles	Teacher Guide 4	Book 4 Chapter 13	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 13 pages 264-289	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 13 pages 172-179	Content Available on MATH PRO	
	Identifying the number of lines of symmetry in 2D shapes	Teacher Guide 4	Book 4 Chapter 12	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 12 pages 254-263	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 12 pages 168-171	Content Available on MATH PRO	
Geometry: spatial reasoning	Visualising 3D shapes and connecting them with 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives	Teacher Guide 3	Book 3 Chapter 14	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 14 pages 305-317	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 14 pages 199-203	Content Available on MATH PRO	
	Performing one-step transformations (reflections, translations, rotations) on 2D shapes	Teacher Guide 3	Book 3 Chapter 14	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 14 pages 305-317	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 14 pages 199-203	Content Available on MATH PRO	
Geometry: pathways	Use alphanumeric and general grid references to identify regions and plot positions on a grid map	Teacher Guide 3	Book 3 Chapter 15	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 15 pages 319-329	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 15 pages 204-208	Content Available on MATH PRO	
Statistics: Developing knowledge from data	Collecting numerical data, and, if needed, rounding to an appropriate unit or part of a unit, based on the context (e.g. How many skips can we do in 30 seconds? How long does it take us to run 1000 m?)	Teacher Guide 3	Book 3 Chapter 7	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 7 pages 155-178	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 7 pages 119-129	Content Available on MATH PRO	
Statistics: Visualisation of data	Creating dot-plot or bar-graph data visualisations	Teacher Guide 3	Book 3 Chapter 7	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 7 pages 155-178	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 7 pages 119-129	Content Available on MATH PRO	
Statistics: Interpretation of data	Answering questions about the frequency of a particular value in dot plots	Teacher Guide 3	Book 3 Chapter 7	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 7 pages 155-178	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 7 pages 119-129	Content Available on MATH PRO	
	Answering questions about individual values in a dot plot, while referring to the context	Teacher Guide 3	Book 3 Chapter 7	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 7 pages 155-178	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 7 pages 119-129	Content Available on MATH PRO	
	Interpreting data visualisations	Teacher Guide 3	Book 3 Chapter 7	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 7 pages 155-178	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 7 pages 119-129	Content Available on MATH PRO	
	Distinguishing between when to use a particular value or the frequency for a given value when answering questions about dot plots (e.g. How many pets does the person with the most pets have? What's the most common number of pets that anyone has?)	Teacher Guide 3	Book 3 Chapter 7	Content Available on MATH PRO	
		Coursebook 3	Book 3 Chapter 7 pages 155-178	Content Available on MATH PRO	
		Practice Book 3	Book 3 Chapter 7 pages 119-129	Content Available on MATH PRO	

Year 5

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures	Reading, writing, comparing, and ordering whole numbers up to 1,000,000 and representing them using base 10 structure	Teacher Guide 5	Book 5 Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 1 page 3-8	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 1 page 9-12	Content Available on MATH PRO	
	Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 10	Teacher Guide 5	Book 5 Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 1 page 17-19	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 1 page 17-18	Content Available on MATH PRO	
	Rounding whole numbers to the nearest hundred thousand, ten thousand, thousand, hundred, or ten	Teacher Guide 4	Book 4 Chapter 1	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 1 page 14-18	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 1 page 15-19	Content Available on MATH PRO	
	Rounding tenths or hundredths to the nearest whole number	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 page 214-217	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 page 140-141	Content Available on MATH PRO	
	Counting forwards and backwards in 11s and 12s from multiples of the counting unit				Not in PR1ME Resource*
	Counting in 1,000s, 10,000s, and 100,000s from any whole number up to 100,000	Teacher Guide 5	Book 5 Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 1 page 3-6	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 1 page 9-12	Content Available on MATH PRO	
	Counting backwards through 0 to include negative whole numbers	Teacher Guide 5	Book 5 Chapter 12	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 12 page 252-256	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 12 page 156-158	Content Available on MATH PRO	
Number: operations	Adding and subtracting increasingly large whole numbers	Teacher Guide 4	Book 4 Chapter 2	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 2 page 23-55	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 2 page 20-37	Content Available on MATH PRO	
	Memorising multiplication and corresponding division facts for 2s to 12s		Not in printed resource	Book 5 Chapter 2 Year 5 Supplement 1	7's, 8's and 9's only
	Applying mental strategies, number facts, derived facts, factor pairs, and multiples to multiply and divide increasingly large numbers	Teacher Guide 4	Book 4 Chapter 3	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 3 page 56-81	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 3 page 39-58	Content Available on MATH PRO	

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Number: operations	Multiplying three-digit and four-digit numbers by a one-digit number and multiplying two two-digit numbers	Teacher Guide 4 Teacher Guide 5	Book 4 Chapter 3 Book 5 Chapter 2	Content Available on MATH PRO	
		Coursebook 4 Coursebook 5	Book 4 Chapter 3 page 56-66 Book 5 Chapter 2 page 34-47	Content Available on MATH PRO	Book 4: up to 3-digit numbers Book 5: up to 4-digit numbers
		Practice Book 4 Practice Book 5	Book 4 Chapter 3 page 38-53 Book 5 Chapter 3 page 25-32	Content Available on MATH PRO	
	Dividing up to four-digit whole numbers by a one-digit divisor, with a remainder (e.g. $278 \div 4 = 69$ remainder 2)	Teacher Guide 4,5	Book 4 Chapter 3 Book 5 Chapter 2	Content Available on MATH PRO	
		Coursebook 4,5	Book 4 Chapter 3 page 67-81 Book 5 Chapter 2 page 48-54	Content Available on MATH PRO	
		Practice Book 4,5	Book 4 Chapter 3 page 45-47 Book 5 Chapter 2 page 33-39	Content Available on MATH PRO	
Number: rational number	Reading, writing, and representing tenths and hundredths as fractions and decimals	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 page 190-220	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 page 121-141	Content Available on MATH PRO	
	Comparing tenths and hundredths as fractions or decimals	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 page 190-220	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 page 121-141	Content Available on MATH PRO	
	Comparing and ordering numbers with up to two decimal places (e.g. $0.12 < 0.2$, $3.55 < 3.84$)	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 page 190-220	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 page 121-141	Content Available on MATH PRO	
	Dividing one-, and two-digit whole numbers by 10 or 100 to make decimals and identify tenths and hundredths places	Teacher Guide 5	Book 5 Chapter 11	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 11 page 233-246	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 11 page 136-146	Content Available on MATH PRO	
	Comparing fractions where one denominator is a multiple of the other	Teacher Guide 4	Book 4 Chapter 5	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 5 page 99-105	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 5	Content Available on MATH PRO	
	Recognising families of equivalent fractions	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 page 190-220	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 page 121-141	Content Available on MATH PRO	
	Recognising equivalent mixed numbers and improper fractions	Teacher Guide 4	Book 4 Chapter 4	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 4 page 82-92	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 4 page 59-64	Content Available on MATH PRO	
	Memorising and using decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ and fractions with denominators of 10 or 100	Teacher Guide 4	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 10 page 190-220	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 10 page 121-141	Content Available on MATH PRO	

Number: rational number	Finding common percentages (10%, 25%, 50%) of whole numbers	Teacher Guide 6	Book 6 Chapter 12	Content Available on MATH PRO	
		Coursebook 6	Book 6 Chapter 12 page 212-240	Content Available on MATH PRO	
		Practice Book 6	Book 6 Chapter 12 page 131-153	Content Available on MATH PRO	
	Finding the whole (100%) when given 25% or 50%	Teacher Guide 6	Book 6 Chapter 12	Content Available on MATH PRO	
		Coursebook 6	Book 6 Chapter 12 page 212-240	Content Available on MATH PRO	
		Practice Book 6	Book 6 Chapter 12 page 131-153	Content Available on MATH PRO	
	Converting common percentages (10%, 25%, 50%) to fractions and decimals	Teacher Guide 6	Book 6 Chapter 12	Content Available on MATH PRO	
		Coursebook 6	Book 6 Chapter 12 page 212-240	Content Available on MATH PRO	
		Practice Book 6	Book 6 Chapter 12 page 131-153	Content Available on MATH PRO	
	Finding a non-unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{2}{3}$ of 24)	Teacher Guide 4	Book 4 Chapter 5	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 5 page 113-126	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 5 page 78-86	Content Available on MATH PRO	
	Multiplying numbers with up to two decimal places by 10 and 100	Teacher Guide 5	Book 5 Chapter 11	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 11 page 223-232	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 11 Page 129-135	Content Available on MATH PRO	
	Finding a whole set from a fractional part of the set (e.g. if 8 is $\frac{2}{5}$ of a set, what is the whole set?)	Teacher Guide 4	Book 4 Chapter 5	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 5 page 113-126	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 5 page 78-86	Content Available on MATH PRO	
	Adding and subtracting fractions with the same denominator or when one denominator is a multiple of the other, including improper fractions (e.g. $\frac{2}{3} + \frac{1}{9} = \frac{7}{9}$)	Teacher Guide 4	Book 4 Chapter 5	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 5 page 99-112	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 5 page 69-74	Content Available on MATH PRO	
	Adding and subtracting decimals to two decimal places (e.g. $1.31 + 0.22 = 1.53$)	Teacher Guide 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 9 page 169-199	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 9 page 98-118	Content Available on MATH PRO	
Number: financial maths	Calculating the total cost of items costing dollars and cents and the change from the nearest ten dollars	Teacher Guide 5	Book 5 Chapter 9	Content Available on MATH PRO	Various decimal/money problems in this chapter.
		Coursebook 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 9	Content Available on MATH PRO	
	Representing currency values of mixed dollars and cents using decimal notation	Teacher Guide 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 9	Content Available on MATH PRO	
	Rounding money amounts to the nearest dollar	Teacher Guide 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 9	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 9	Content Available on MATH PRO	

Algebra: equations and relationships	Checking the truth of number sentences and completing open number sentences (e.g. $999,999 - __ = 899,999$)		Not in printed resource	Book 5 Chapter 2 Year 5 Supplement 3	
	Completing number sentences that involve addition and subtraction by using equality (=) and inequality (<, >) symbols (e.g. $2,456 + 203,938$ $3,456 + 231,930$; $2,456 \times 2$ $1,228 \times 4$)		Not in printed resource	Book 5 Chapter 2 Year 5 Supplement 3	
	Recognising, continuing, creating, and describing growing patterns that change by a constant amount (e.g. 3, 4.5, 6, 7.5 ...)		Not in printed resource	Book 5 Chapter 12A Year 5 Supplement 7	
Measurement: measuring	Accurately measuring length with a ruler, mass (weight) with scales, capacity with measuring jugs, temperature with a thermometer, and duration with a timer, using appropriate metric or time-based units or a combination of units (e.g. 2 hours and 30 minutes)	Teacher Guide 4	Book 4 Chapter 6	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 6 page 127-147	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 6 page 87-96	Content Available on MATH PRO	
	Converting metric units of length (m and cm)	Teacher Guide 4	Book 4 Chapter 6	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 6 page 127-147	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 6 page 87-96	Content Available on MATH PRO	
	Classifying and constructing angles up to 180° , using a protractor	Teacher Guide 4	Book 4 Chapter 8	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 8 page 159-171	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 8 page 103-107	Content Available on MATH PRO	
	Describing and classifying angles and turns using the terms acute, right, obtuse, straight, and reflex	Teacher Guide 4	Book 4 Chapter 8	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 8 page 159-171	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 8 page 103-107	Content Available on MATH PRO	
	Calculating the perimeters of regular polygons and other 2D shapes with straight sides	Teacher Guide 5	Book 5 Chapter 16	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 16 page 313-338	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 16 page 181-197	Content Available on MATH PRO	
	Approximating the areas of irregular shapes covered with squares, half squares, and partial squares	Teacher Guide 4	Book 4 Chapter 14	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 14 page 290-304	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 14 page 180-184	Content Available on MATH PRO	
	Recognising that shapes with the same area can have different perimeters, and vice versa	Teacher Guide 5	Book 5 Chapter 16	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 16 page 313-343	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 16 page 181-197	Content Available on MATH PRO	
	Calculating the areas of rectangles (including squares) using multiplication of side lengths	Teacher Guide 4	Book 4 Chapter 14	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 14 page 290-304	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 14 page 180-184	Content Available on MATH PRO	
	Measuring the volumes of rectangular prisms (cuboids) filled with centicubes by determining the number of cubes in each layer and then multiplying by the number of total layers				Not in PR1ME Resource*

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

Measurement: measuring	Telling the time on analogue and digital clocks	Teacher Guide 4	Book 4 Chapter 15	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 15 page 305-309	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 15 page 185-187	Content Available on MATH PRO	
	Finding the duration of periods of time involving a.m. and p.m. notation and 24-hour time	Teacher Guide 4	Book 4 Chapter 15	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 15 page 317-328	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 15 page 191-197	Content Available on MATH PRO	
Geometry: shapes	Identifying, classifying, and describing the attributes of prisms, using cross sections, faces, edges, and vertices	Teacher Guide 4	Book 4 Chapter 13	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 13 page 264-289	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 13 page 172-179	Content Available on MATH PRO	
	Identifying parallel and perpendicular lines, including those forming the sides of polygons	Teacher Guide 5	Book 5 Chapter 7	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 7 page 104-122	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 7 page 67-75	Content Available on MATH PRO	
Geometry: spatial reasoning	Connecting 3D shapes with nets	Teacher Guide 4	Book 4 Chapter 13	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 13 page 283-286	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 13 page 179	Content Available on MATH PRO	
	Describing the transformations performed (reflections, translations, rotations) on 2D shapes	Teacher Guide 5	Book 5 Chapter 7 and 15	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 7 page 139-149 Book 5 Chapter 15 page 304-310	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 7 page 79-81 Book 5 Chapter 15 page 177-180	Content Available on MATH PRO	
Geometry: pathways	Interpreting and creating grid maps to plot positions and pathways, using grid references and directional language, including the four main compass points	Teacher Guide 4	Book 4 Chapter 9	Content Available on MATH PRO	
		Coursebook 4	Book 4 Chapter 9 page 172-187	Content Available on MATH PRO	
		Practice Book 4	Book 4 Chapter 9 page 108-112	Content Available on MATH PRO	
Statistics: Developing knowledge from data	Collecting continuous numerical data by taking measurements, and then applying specified rounding rules	Teacher Guide 5	Book 5 Chapter 14	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 14 page 270-293	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 14 page 163-174	Content Available on MATH PRO	
	Collecting bivariate data with two categorical variables (e.g. what students in our class do at lunch time, and their gender)	Teacher Guide 5	Book 5 Chapter 14	Content Available on MATH PRO	
		Coursebook 5	Book 5 Chapter 14 page 270-294	Content Available on MATH PRO	
		Practice Book 5	Book 5 Chapter 14 page 163-174	Content Available on MATH PRO	
Statistics: Visualisation of data	Creating tables for continuous numerical data, using groupings (e.g. 0–0.99, 1–1.99, 2–2.99)				Not in PR1ME Resource*

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Statistics: Visualisation of data	Creating clustered bar graphs for paired categorical data	Teacher Guide 5	Book 5 Chapter 14	<i>Content Available on MATH PRO</i>	
		Coursebook 5	Book 5 Chapter 14 page 270-294	<i>Content Available on MATH PRO</i>	
		Practice Book 5	Book 5 Chapter 14 page 163-174	<i>Content Available on MATH PRO</i>	
Statistics: Interpretation of data	Answering questions about the frequency of particular values or groups of values from a table for continuous numerical data	Teacher Guide 4	Book 4 Chapter 7	<i>Content Available on MATH PRO</i>	
		Coursebook 4	Book 4 Chapter 7 page 148-152	<i>Content Available on MATH PRO</i>	
		Practice Book 4	Book 4 Chapter 7 page 97-98	<i>Content Available on MATH PRO</i>	
	Answering questions about bivariate data in which a specific category in one variable appears more frequently than a specific category in another variable	Teacher Guide 4	Book 4 Chapter 7	<i>Content Available on MATH PRO</i>	
		Coursebook 4	Book 4 Chapter 7 page 148-152	<i>Content Available on MATH PRO</i>	
		Practice Book 4	Book 4 Chapter 7 page 97-98	<i>Content Available on MATH PRO</i>	
	Interpreting data visualisations	Teacher Guide 4	Book 4 Chapter 7	<i>Content Available on MATH PRO</i>	
		Coursebook 4	Book 4 Chapter 7 page 148-152	<i>Content Available on MATH PRO</i>	
		Practice Book 4	Book 4 Chapter 7 page 97-98	<i>Content Available on MATH PRO</i>	
Probability: Experimental probability	Conducting repeated chance experiments or games, identifying the outcomes, and describing differences between them using likelihood vocabulary	Teacher Guide 5 and 6	Book 5 Chapter 13 Book 6 Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5 Chapter 13 page 262-269 Book 6 Chapter 13 page 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5 Chapter 13 page 159-162 Book 6 Chapter 13 page 162-168	<i>Content Available on MATH PRO</i>	
	Identifying the likelihood of an everyday event as being impossible, unlikely, even-chance, likely, or certain (e.g. the event 'the sun will rise tomorrow' is certain)	Teacher Guide 5 and 6	Book 5 Chapter 13 Book 6 Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5 Chapter 13 page 262-269 Book 6 Chapter 13 page 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5 Chapter 13 page 159-162 Book 6 Chapter 13 page 162-168	<i>Content Available on MATH PRO</i>	
	Placing everyday events on a number line according to their likelihood (e.g. placing the event 'you will eat something later today' between $\frac{1}{2}$ and 1 as 'likely' or 'very likely')	Teacher Guide 5 and 6	Book 5 Chapter 13 Book 6 Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5 Chapter 13 page 262-269 Book 6 Chapter 13 page 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5 Chapter 13 page 159-162 Book 6 Chapter 13 page 162-168	<i>Content Available on MATH PRO</i>	

Year 6

Strand and Element	Practices <i>The skills, strategies, and applications to teach</i>	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures	Reading, writing, comparing, and ordering any whole number and representing them using base 10 structure	Teacher Guide 5	Book 5, Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 1, pages 1-11	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 1, pages 9-13	Content Available on MATH PRO	
	Finding factor pairs for numbers that result from multiplying any two whole numbers between 1 and 12	Teacher Guide 5	Book 5, Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 1, pages 17-33	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 1, pages 17-24	Content Available on MATH PRO	
	Counting forwards and backwards with positive whole numbers, including working with negative numbers (e.g. starting at -6 and counting backwards in 2s)	Teacher Guide 6	Book 6, Chapter 9	Content Available on MATH PRO	
		Coursebook 6	Book 6, Chapter 9, pages 153-165	Content Available on MATH PRO	
		Practice Book 6	Book 6, Chapter 9, pages 105-109	Content Available on MATH PRO	
	Recognising square and cube numbers and the notation for squared (2) and cubed (3)	Teacher Guide 5	Book 5, Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 1, pages 26-33	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 1, pages 23-24	Content Available on MATH PRO	
	Memorising the square numbers to 144 and cube numbers to 125	Teacher Guide 5	Book 5, Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 1, pages 26-33	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 1, pages 23-24	Content Available on MATH PRO	
	Rounding hundredths to the nearest whole number or tenth	Teacher Guide	Book 4 Chapter 10	Content Available on MATH PRO	
		Coursebook	Book 4 Chapter 10, pages 214-218	Content Available on MATH PRO	
		Practice Book	Book 4 Chapter 10, pages 140-141	Content Available on MATH PRO	
	Rounding whole numbers to the nearest million, hundred thousand, ten thousand, thousand, hundred, or ten	Teacher Guide 5 and 6	Book 5, Chapter 1 Book 6, Chapter 1	Content Available on MATH PRO	Book 5 to 10, 100 or 100 Book 6 to 10,000, 100,000 or million
		Coursebook 5 and 6	Book 5, Chapter 1, pages 7-11 Book 6, Chapter 1, pages 7-10	Content Available on MATH PRO	
		Practice Book 5 and 6	Book 5, Chapter 1, pages 12-13 Book 6, Chapter 1, pages 12-14	Content Available on MATH PRO	
Number: operations	Calculating expressions using the order of operations	Teacher Guide 5	Book 5, Chapter 2	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 2, pages 59-70	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 2, pages 40-46	Content Available on MATH PRO	
	Adding and subtracting any whole numbers	Teacher Guide 5	Book 5, Chapter 1	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 1, pages 7-11	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 1, pages 12-13	Content Available on MATH PRO	

Number: operations	Multiplying any whole number by a two-digit number (e.g. 542×12)	Teacher Guide 5	Book 5, Chapter 2	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 2, pages 34-47	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 2, pages 25-32	Content Available on MATH PRO	
	Dividing up to five-digit whole numbers by a one-digit divisor, with a remainder (e.g. $1283 \div 5 = 256$, remainder 3)	Teacher Guide 5	Book 5, Chapter 2	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 2, pages 48-58	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 2, pages 33-39	Content Available on MATH PRO	
	Connecting finding unit fractions of whole numbers to division (with remainders) (e.g. $\frac{1}{6}$ of 31 is equivalent to $31 \div 6 = 5r1 = 5 \frac{1}{6}$)				Not in PR1ME Resource*
	Representing remainders from division as whole numbers, fractions, or rounded decimals, as appropriate to the context	Teacher Guide 5	Book 5, Chapter 2	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 2, pages 51-54	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 2, pages 35-36	Content Available on MATH PRO	
Number: rational number	Reading, writing, and representing tenths, hundredths, and thousandths as fractions and decimals	Teacher Guide 5	Book 5, Chapter 8	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 8, pages 150-168	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 8, pages 82-91	Content Available on MATH PRO	
	Comparing and ordering numbers with up to three decimal places	Teacher Guide 5	Book 5, Chapter 8	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 8, pages 150-168	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 8, pages 82-91	Content Available on MATH PRO	
	Memorising decimal and percentage equivalents of common fractions ($\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}$) including fractions with denominators that are 10, 100, or 1000	Teacher Guide 6	Book 6, Chapter 12	Content Available on MATH PRO	
		Coursebook 6	Book 6, Chapter 12, pages 212-240	Content Available on MATH PRO	
		Practice Book 6	Book 6, Chapter 12, pages 131-153	Content Available on MATH PRO	
	Converting decimal tenths and hundredths to fractions and percentages (e.g. $0.31 = \frac{31}{100} = 31\%$)	Teacher Guide 6	Book 6, Chapter 12	Content Available on MATH PRO	
		Coursebook 6	Book 6, Chapter 12, pages 212-240	Content Available on MATH PRO	
		Practice Book 6	Book 6, Chapter 12, pages 131-153	Content Available on MATH PRO	
	Multiplying and dividing numbers by 10, 100, or 1,000 to make decimals and whole numbers (e.g. $1.3 \times 10 = 13$) and to identify tenths, hundredths, and thousandths places	Teacher Guide 5	Book 5, Chapter 11	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 11, pages 222-250	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 11, pages 129-148	Content Available on MATH PRO	
	Finding equivalent fractions	Teacher Guide 5	Book 5, Chapter 3	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 3, pages 71-84	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 3, pages 47-56	Content Available on MATH PRO	
	Comparing and ordering fractions where at least one denominator is a common multiple of all the others	Teacher Guide 5	Book 5, Chapter 3	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 3, pages 71-84	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 3, pages 47-56	Content Available on MATH PRO	

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Number: rational number	Converting between mixed numbers and improper fractions		Not in printed resource	Book 5 Chapter 3A	
	Finding common percentages (1%, 10%, 20%, 25%, 50%, 75%) of whole numbers	Teacher Guide 6	Book 6, Chapter 12	<i>Content Available on MATH PRO</i>	
		Coursebook 6	Book 6, Chapter 12, pages 212-240	<i>Content Available on MATH PRO</i>	
		Practice Book 6	Book 6, Chapter 12, pages 131-153	<i>Content Available on MATH PRO</i>	
	Finding a whole set or amount when given a non-unit fraction, using multiplication and division facts (e.g. $\frac{3}{4}$ of the set is 90, what is the whole set?)		Not in printed resource	Book 5 Chapter 3A	
	Finding the whole (100%) when given a percentage (e.g. 75% is 24)	Teacher Guide 6	Book 6, Chapter 12	<i>Content Available on MATH PRO</i>	
		Coursebook 6	Book 6, Chapter 12, pages 212-240	<i>Content Available on MATH PRO</i>	
		Practice Book 6	Book 6, Chapter 12, pages 131-153	<i>Content Available on MATH PRO</i>	
	Adding and subtracting fractions and mixed numbers when one denominator is a multiple of the other	Teacher Guide 5	Book 5, Chapter 3	Book 5 Chapter 3A	
		Coursebook 5	Book 5, Chapter 3, pages 71-84	Book 5 Chapter 3A	
		Practice Book 5	Book 5, Chapter 3, pages 47-56	Book 5 Chapter 3A	
	Adding and subtracting decimals to three decimal places	Teacher Guide 5	Book 5, Chapter 9	<i>Content Available on MATH PRO</i>	
		Coursebook 5	Book 5, Chapter 9, pages 98-118	<i>Content Available on MATH PRO</i>	
		Practice Book 5	Book 5, Chapter 9, pages 170-199	<i>Content Available on MATH PRO</i>	
	Finding a non-unit fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g. $\frac{2}{3}$ of 240)		Not in printed resource	Book 5 Chapter 3A	
	Reasoning proportionally with fractions, decimals, and percentages to compare two quantities and determine missing values	Teacher Guide 6	Book 6, Chapter 11	<i>Content Available on MATH PRO</i>	
		Coursebook 6	Book 6, Chapter 11, pages 190-206	<i>Content Available on MATH PRO</i>	
		Practice Book 6	Book 6, Chapter 11, pages 120-130	<i>Content Available on MATH PRO</i>	
Number: financial maths	Investigating questions involving purchases (e.g. ensuring there's enough money)	Teacher Guide 3	Book 3, Chapter 5	SUPPLEMENTS TO COME	
		Coursebook 3	Book 3, Chapter 5, pages 109-138	SUPPLEMENTS TO COME	
		Practice Book 3	Book 3, Chapter 5, pages 86-101	SUPPLEMENTS TO COME	
	Calculating 10%, 25%, and 50% of whole dollar amounts (e.g. 50% of \$280)	Teacher Guide 6	Book 6, Chapter 12	<i>Content Available on MATH PRO</i>	
		Coursebook 6	Book 6, Chapter 12, pages 228-240	<i>Content Available on MATH PRO</i>	
		Practice Book 6	Book 6, Chapter 12, pages 144-153	<i>Content Available on MATH PRO</i>	
Algebra: equations and relationships	Checking the truth of and completing open number sentences that involve all four operations and that include the use of inequalities, respecting the order of operations (e.g. $8 \times 7 \leq 8 \times 5 + 4^2$, true or false?)		Not in printed resource	Book 6, Chapter 4A	
	Developing a rule for a growing pattern in words and making conjectures about further elements in the pattern		Not in printed resource	Book 6, Chapter 4A	
	Locating coordinate points on a coordinate plane, including points found on the x- or y-axis	Teacher Guide 5	Book 5, Chapter 15	<i>Content Available on MATH PRO</i>	
		Coursebook 5	Book 5, Chapter 15, pages 295-312	<i>Content Available on MATH PRO</i>	
		Practice Book 5	Book 5, Chapter 15, pages 175-180	<i>Content Available on MATH PRO</i>	

Algebra: equations and relationships	Generating a table of values from a rule for a growing pattern and plotting these points on a coordinate plane	Teacher Guide 5	Book 5, Chapter 15	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 15, pages 295-312	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 15, pages 175-180	Content Available on MATH PRO	
Measurement: measuring	Accurately measuring length with a ruler, mass (weight) with scales, capacity with measuring jugs, temperature with a thermometer, and duration with a timer, using appropriate metric or time-based units or a combination of units (e.g. 2 hours and 30 minutes)	Teacher Guide 4	Book 4, Chapter 17	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 17, pages 127-147	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 17, pages 87-96	Content Available on MATH PRO	
	Estimating (using benchmarks) length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units	Teacher Guide 4	Book 4, Chapter 17	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 17, pages 127-147	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 17, pages 87-96	Content Available on MATH PRO	
	Converting metric units of length (m and cm), mass (g and kg), and capacity (L and mL), including combining mixed units to produce units with up to 2 decimal places (e.g. 10 kg and 500 g = 10.5 kg)	Teacher Guide 4	Book 4, Chapter 17	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 17, pages 127-147	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 17, pages 87-96	Content Available on MATH PRO	
	Identifying and describing angles at a point, angles on a straight line, and vertically opposite angles, using angle notation	Teacher Guide 5	Book 5, Chapters 4-6	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapters 4-6, pages 89-136	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapters 4-6, pages 62-78	Content Available on MATH PRO	
	Classifying, measuring, and constructing angles up to 360°, using a protractor	Teacher Guide 5	Book 5 Chapters 4-6	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapters 4-6, pages 89-136	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapters 4-6, pages 62-78	Content Available on MATH PRO	
	Reasoning about and finding unknown angles in situations involving angles at a point, angles on a straight line, and vertically opposite angles	Teacher Guide 5	Book 5 Chapters 4-6	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapters 4-6, pages 89-136	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapters 4-6, pages 62-78	Content Available on MATH PRO	
	Converting between units of time (h, min, s)	Teacher Guide 4	Book 4, Chapter 15	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 15, pages 305-338	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 15, pages 185-206	Content Available on MATH PRO	
	Measuring duration in both 12- and 24-hour time systems	Teacher Guide 4	Book 4, Chapter 15	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 15, pages 305-338	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 15, pages 185-206	Content Available on MATH PRO	
	Finding elapsed time in minutes across an hour (e.g. the difference between 2:53 pm and 3:28 pm)	Teacher Guide 4	Book 4, Chapter 15	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 15, pages 305-338	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 15, pages 185-206	Content Available on MATH PRO	
	Using and interpreting timetables to calculate the duration of events (e.g. bus and train schedules)	Teacher Guide 4	Book 4, Chapter 15	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 15, pages 305-338	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 15, pages 185-206	Content Available on MATH PRO	

Measurement: measuring	Calculating, estimating, and comparing the volumes of cubes and rectangular prisms using standard units, including cubic centimetres (cm ³) and cubic metres (m ³)	Teacher Guide 5	Book 5, Chapter 16	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 16, pages 313-343	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 16, pages 181-197	Content Available on MATH PRO	
	Visualising, estimating, and calculating (using multiplication) the areas of rectangles and right-angled triangles (in cm ² and m ²) and the volumes of rectangular prisms (in cm ³)	Teacher Guide 5	Book 5, Chapter 16	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 16, pages 313-343	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 16, pages 181-197	Content Available on MATH PRO	
Geometry: shapes	Identifying, classifying, and explaining similarities and differences between 2D shapes (including different types of triangles and quadrilaterals) and between prisms and pyramids	Teacher Guide 5	Book 5, Chapter 16	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 16, pages 313-343	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 16, pages 181-197	Content Available on MATH PRO	
	Identifying and describing the interior angles of triangles and quadrilaterals	Teacher Guide 5	Book 5 Chapters 4-6	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapters 4-6, pages 89-136	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapters 4-6, pages 62-78	Content Available on MATH PRO	
	Identifying shapes with rotational symmetry and determining their order of rotational symmetry	Teacher Guide 5	Book 5, Chapter 7	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 7, pages 137-149	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 7, pages 79-81	Content Available on MATH PRO	
	Visualising, creating, and describing 2D geometric patterns and tessellations using rotation, reflection, and translation, and identifying the properties of the shapes that do not change	Teacher Guide 5	Book 5, Chapter 15	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 15, pages 304-312	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 15, pages 177-180	Content Available on MATH PRO	
	Predicting the results of two-step transformations (reflections, translations, rotations) on 2D shapes	Teacher Guide 5	Book 5, Chapter 15	Content Available on MATH PRO	
		Coursebook 5	Book 5, Chapter 15, pages 304-312	Content Available on MATH PRO	
		Practice Book 5	Book 5, Chapter 15, pages 177-180	Content Available on MATH PRO	
Geometry: pathways	Interpreting and creating grid references and simple scales on maps, using directional language including the four main compass points, turn (in degrees), and distance (in m, km) to locate and describe positions and pathways	Teacher Guide 4	Book 4, Chapter 9	Content Available on MATH PRO	
		Coursebook 4	Book 4, Chapter 9, pages 172-188	Content Available on MATH PRO	
		Practice Book 4	Book 4, Chapter 9, pages 108-112	Content Available on MATH PRO	
Statistics: Developing knowledge from data	Collecting time-series data (e.g. how the mass of a kilogram of carrots varies over 5 days)	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	Content Available on MATH PRO	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	Content Available on MATH PRO	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	Content Available on MATH PRO	
	Calculating the mean for numerical data	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	Content Available on MATH PRO	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	Content Available on MATH PRO	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	Content Available on MATH PRO	

Statistics: Developing knowledge from data	Calculating the range for numerical data	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
Statistics: Visualisation of data	Creating time-series graphs	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
	Choosing and creating an appropriate data visualisation for a given set of data	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
Statistics: Interpretation of data	Identifying whether a time-series graph shows a trend	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
	Calculating an average and a range for continuous numerical data	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
	Interpreting data visualisations, including those from contemporary media	Teacher Guide 5 and 6	Book 5, Chapter 14 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 14, pages 270-294 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 14, pages 163-174 Book 6, Chapters 17 and 18	<i>Content Available on MATH PRO</i>	
Probability: Experimental Probability	Listing the sample space of an event (e.g. the sample space for rolling a die is 1, 2, 3, 4, 5, 6)	Teacher Guide 5 and 6	Book 5, Chapter 13 Book 6, Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 13, pages 262-269 Book 6, Chapter 13, pages 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 13, pages 159-162 Book 6, Chapter 13, pages 162-168	<i>Content Available on MATH PRO</i>	

Probability: Experimental Probability	Calculating the probabilities of individual outcomes	Teacher Guide 5 and 6	Book 5, Chapter 13 Book 6, Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 13, pages 262-269 Book 6, Chapter 13, pages 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 13, pages 159-162 Book 6, Chapter 13, pages 162-168	<i>Content Available on MATH PRO</i>	
	Calculating probabilities using a spinner, where each event is a fraction or combination of fractions on the spinner	Teacher Guide 5 and 6	Book 5, Chapter 13 Book 6, Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 13, pages 262-269 Book 6, Chapter 13, pages 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 13, pages 159-162 Book 6, Chapter 13, pages 162-168	<i>Content Available on MATH PRO</i>	
	Answering questions about the probability of combinations of outcomes, including checking that the sum of all the probabilities is 1	Teacher Guide 5 and 6	Book 5, Chapter 13 Book 6, Chapter 13	<i>Content Available on MATH PRO</i>	
		Coursebook 5 and 6	Book 5, Chapter 13, pages 262-269 Book 6, Chapter 13, pages 241-259	<i>Content Available on MATH PRO</i>	
		Practice Book 5 and 6	Book 5, Chapter 13, pages 159-162 Book 6, Chapter 13, pages 162-168	<i>Content Available on MATH PRO</i>	