Te Mātaiaho ○ The New Zealand Curriculum Mathematics and Statistics

YEAR 0

			Knowledge and Skills		Assessment
Know	**Concepts**	**Teaching Sequence**	**Playroom activities**	**Big books library**	**Driving Tests - Early**
Number | Mātauranga tau	Number structure	subitise (recognise instantly) the total number of objects in a group of up to 5	**Number board:** Domino, **Table:** Domino puzzle - subitise groups	My First Numbers	
		count to 10 and beyond to 20, forwards and backwards, from any number	**Slide:** Coconuts and clown - count items, Balloons - count 1-10, **Oven:** Cake - count items**, Table:** Picture puzzle - count 1-5, **Bookshelf:** Mango fishing, Potato and Firefighter songs - count forwards, Sausages, Moon and Baby bear songs - count backwards	Mathseeds Five Little Bees I can Count Mathseeds Countdown to Launch Mathseeds At the Park	**Number 1** Count groups of items, **Data 1** Count groups of items
		identify, read, and write whole numbers up to at least 10	**Number board:** Book, frog and boat - read and identify numbers, **Easel:** Paint by numbers, **Slide:** Fish game - identify numbers, **Oven:** Cake - read numbers, **Table:** Number puzzle - identify numbers	Targeting Maths Literacy Count to Ten Targeting Maths Literacy 11 to 20 Mathseeds Ten to fifteen	
		compare and order whole numbers up to at least 10 and ordinal numbers (1st, 2nd, 3rd), using words	**Bookshelf:** Birthday candles song - number order, Singer pumpkin song - ordinal numbers	Reading Eggs Junior Five Little Chickens Mathseeds 1st to 10th	
		partition up to 5 objects, and then up to 10 objects, using a systematic approach and noticing patterns in the sequence		Mathseeds Add to 5 Mathseeds Add to 10	
	Operations	join and separate groups of up to a total of 10 objects, and find the result by grouping and counting	**Bookshelf:** Sausages, Moon and Baby bear songs - take away by 1s	Mathseeds Add to 5 Mathseeds Addition to 10 Mathseeds Take Away	**Operations 1** Add groups of items
Algebra | Taurangi	Equations and relationships	copy, continue, create, and describe a repeating pattern with two elements	**Rug:** Bead patterns **Easel:** Paint by numbers **Bookshelf:** I can sing a rainbow	Mathseeds Shape Patterns	**Patterns 1** Complete the pattern
Measurement | Ine	Measuring	directly compare two objects by an attribute (e.g., length, mass (weight), capacity)	**Clock board:** T-shirts - compare by size, Jug - compare capacity, Scale - compare mass	Mathseeds Which one is heavier? Mathseeds Full or empty? Mathseeds Heavy or light?	
	Time	connect days of the week to familiar events and daily routines (e.g., the class timetable)	**Bookshelf:** Sally go round the sun - days of the week	Frankie's Week My busy week	**Measurement 1** Day and night
Geometry | Āhuahanga	Shapes	identify, sort by one feature, and describe familiar 2D shapes	**Easel:** Draw 2D shapes, Draw with 2D shape stamps and line stamps **Rug:** Rubber bands (geoboard) - make shapes, 2D shapes box - sorting	Mathseeds Shapes Mathseeds Circles Mathseeds Squares Mathseeds Triangles Mathseeds Rectangles	**Geometry 1** Recognise line types
	Spatial reasoning	compose by trial and error an outlined target shape using smaller shapes, and decompose a shape into smaller shapes	**Easel:** 2D shape stamps, **Rug:** 3D blocks - compose shapes **Table:** Halves puzzle - find other half	Mathseeds Putting Shapes Together Targeting Maths Literacy Composing Shapes	
	Pathways	follow instructions to move to a familiar location or locate an object		Mathseeds Where am I? Where is the treasure?	

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YEAR 1

			Mathseeds Lesson #			Additional Mathseeds Resources	
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Know	**Concepts**	**Teaching Sequence**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Number | Mātauranga tau	Number structure	subitise the number of objects in a group of up to 10 objects, including combining two patterns of 1-5 objects.	1, 2, 3, 5, 7, 10, 11, 12, 14, 16, 17, 20, 21, 25, 28, 33, 50		12	**DT** Kindergarten Number 1-10 **DT** Kindergarten Operations 2, 6	
		identify, read, and write whole numbers up to at least 20; count to 20 and beyond to 100, forwards and backwards in 1s, 2s and 10s, from any number.	1, 2, 3, 5, 7, 10, 11, 12, 14, 16, 17, 18, 20, 21, 25, 28, 33, 41, 43, 45, 46, 48, 50		12	**DT** Kindergarten Number 1-25	**Kindergarten Number** Tests 1-5
		recognise and represent the ten-and-ones structure of the 'teen' numbers 11-19.	41, 43, 45, 46, 48, 50		43	**DT** Kindergarten Number 11-25	**Kindergarten Number** Test 4
		compare and order whole numbers up to at least 20 and ordinal numbers.	16, 18, 22, 50, 63		41, 63	**DT** Kindergarten Number 8, 20	**Kindergarten Number** Test 3
	Operations	partition and regroup up to 20 objects in different ways.	21, 24, 25, 30, 31, 32, 34, 36, 40, 47, 49, 50		19, 30, 31, 34, 36, 40, 46, 47	**DT** Kindergarten Operations 1-25 **MM** Addition Sprints **MM** Subtraction Sprints	**Kindergarten Operations** Tests 1-4
		join and separate groups of up to a total of 20 objects, and find the difference between groups by grouping and counting.					
		multiply and divide by making equal groups and using grouping or counting.				**DT** Kindergarten Operations 8, 20, 21 **MM** Multiplication Sprints **MM** Division Sprints	
Algebra | Taurangi	Generalising number properties	identify addition facts up to 10 and their corresponding subtraction facts.	49			**DT** Kindergarten Operations 20	
	Equations and relationships	copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern.	27, 37		6, 8, 15, 23, 27, 37	**DT** Kindergarten Patterns 1-9	**Kindergarten Number** Test 6
Measurement | Ine	Measuring	compare the length of objects directly and indirectly	13, 26			**DT** Kindergarten Measurement 5, 6, 9, 10	**Kindergarten Measurement** Tests 1-3
		compare the mass (weight) of objects directly and indirectly	29			**DT** Kindergarten Measurement 7, 8, 12	**Kindergarten Measurement** Test 4
		compare the volume and capacity of objects directly and indirectly.	38		38	**DT** Kindergarten Measurement 15, 16, 20	**Kindergarten Measurement** Test 5
	Time	identify how the passing of time is measured in years, months, weeks, days, hours, minutes, and seconds; name and order the days of the week, and sequence events in a day using everyday language of time.	39, 42		37	**DT** Kindergarten Measurement 1, 4, 13, 14, 17-19	**Kindergarten Measurement** Tests 6, 7
		tell the time to the hour using the language of 'o'clock'	39				
Geometry | Āhuahanga	Shapes	identify, describe, and classify familiar 2D shapes presented in different orientations.	4, 6, 8, 9, 15, 23		6, 15, 23	**DT** Kindergarten Geometry 1-8, 19, 20	**Kindergarten Geometry** Tests 1, 3
		identify, describe, and classify familiar 3D shapes presented in different orientations.	35, 44			**DT** Kindergarten Geometry 15-23	**Kindergarten Geometry** Tests 2, 3
	Spatial reasoning	anticipate which smaller shapes might be used to compose a target shape, and then check by making the shape.				**DT** Kindergarten Geometry 12	**Kindergarten Geometry** Test 4
	Pathways	follow and give instructions to move to a familiar location or locate an object				**DT** Kindergarten Geometry 9-11, 13, 14	**Kindergarten Geometry** Tests 5, 6
		use pictures, diagrams, or stories to describe the positions of objects and places					
Statistics | Tauanga	Problem, Plan, Data, Analysis, Conclusion, Statistical literacy	pose summary investigative questions that classify objects into categories; collect data for one variable; collect categorical data for one variable; create and describe data visualisations for categorical data, giving the frequency for each category; choose statements that best answer the investigative question; agree or disagree with others' statements about simple data visualisations				**DT** Kindergarten Data 1-10	**Kindergarten Data** Tests 1, 2

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Mathseeds

YEAR 2

Know	Concepts	Teaching Sequence	Mathseeds Lesson #			Additional Mathseeds Resources	
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
			Online Lesson, Printable Resources, & Problem Solving Tasks	End-of-lesson Quiz	Critical Thinking and Problem Solving Interactives	Driving Tests (DT) Mental Minute (MM)	Printable Achievement Standards Assessment
Number | Mātauranga tau	Number structure	count to 100, forwards and backwards, from any number, in 1s, 2s, 5s, and 10s.	56, 60, 67, 75, 77, 79, 81, 86, 90		56, 67, 75	**DT** Year 1 Patterns and Fractions 7-10, 12	**Year 1 Number and Algebra: Whole Numbers** Tests 1-9
		identify, read, and write whole numbers up to at least 100.					
		recognise and represent the base ten structure of numbers up to 100	60, 67, 75, 81, 86		60, 75, 81	**DT** Year 1 Number 1-24	**Year 1 Number and Algebra: Place Value** Tests 1-6
		partition and regroup whole numbers up to at least 100, using a systematic approach and noticing patterns					
		compare and order whole numbers up to at least 100.	56, 75, 81				
	Operations	add and subtract numbers up to 100 without renaming	51, 53, 58, 65, 68, 85, 88, 95, 96, 98, 100		51, 53, 65, 68, 76, 85, 88, 95, 96, 98, 100	**DT** Year 1 Operations 1-20 **MM** Addition Sprints **MM** Subtraction Sprints	**Year 1 Number and Algebra: Operations** Tests 1-6
		multiply and divide by grouping and skip counting	71, 74		71, 74	**MM** Multiplication Sprints **MM** Division Sprints	
	Rational numbers	identify, read, write, and represent halves, thirds and quarters as fractions of sets and regions, using equal parts of the whole; find a half, quarter, or third of a set by identifying groups and patterns; identify, from part of a set or shape, the whole set or shape	61, 66			**DT** Year 1 Patterns and Fractions 3, 5, 6, 11, 13, 14	**Year 1 Number and Algebra: Fractions and Money** Tests 1-3, 7
	Financial maths	recognise and order NZ denominations up to $20 according to their value, make groups of 'like' denominations, and calculate their value.	64, 83, 92		83	**DT** Year 1 Measurement 3, 5-7, 12	**Year 1 Number and Algebra: Fractions and Money** Tests 4-8
Algebra | Taurangi	Generalising number properties	recall addition facts up to 10, and identify addition facts up to 20 and their corresponding subtraction facts; identify the commutative property of addition	72, 76, 91, 93		72, 91, 93	**DT** Year 1 Operations 16 **MM** Addition Sprints **MM** Subtraction Sprints	
		identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s.	77, 79, 90		77, 79	**DT** Year 1 Patterns and Fractions 7-10, 12 **MM** Multiplication Sprints **MM** Division Sprints	
	Equations and relationships	solve true or false number sentences and open number sentences involving addition and subtraction of 1- and 2-digit numbers.	76			**DT** Year 1 Operations 16 **MM** Addition Sprints **MM** Subtraction Sprints	
		recognise and describe the unit of repeat in a repeating pattern, and use it to predict further elements.	77, 79, 90		77, 79	**DT** Year 1 Patterns and Fractions 2, 12	**Year 1 Number and Algebra: Patterns** Tests 1-7
Measurement | Ine	Measuring	estimate and use an informal unit repeatedly to measure the length of an object; compare and order several objects using informal units of length.	55, 84			**DT** Year 1 Measurement 2, 4, 13, 14	**Year 1 Measurement: Length and Capacity** Tests 1-5
		estimate and use an informal unit repeatedly to measure the mass (weight) of an object; compare and order several objects using informal units of mass (weight).	73				
		estimate and use an informal unit repeatedly to measure the volume or capacity of an object; compare and order several objects using informal units of volume or capacity.	89			**DT** Year 1 Measurement 11, 17-19	**Year 1 Measurement: Length and Capacity** Tests 6, 7
		turn, and describe how far an object or person has turned, using half and quarter turns as benchmarks.	94				
	Perimeter, area, and volume	visualise, estimate, and measure the perimeter and area of 2D shapes, using informal units.	59		59		
	Time	name and order the months and seasons				**DT** Kindergarten Measurement 4, 14	
		describe duration using months, weeks, days, and hours; use a calendar to identify the date and to determine the number of days in each month.	54			**DT** Kindergarten Measurement 13, 16, 18, 19	**Year 1 Measurement: Time** Tests 1-6
		tell the time to the hour and half-hour, using the language of 'past' and 'o'clock'.	54, 70, 87		87	**DT** Kindergarten Measurement 1, 8-10, 15	
Geometry | Āhuahanga	Shapes	identify, describe, and classify the properties of 2D shapes, using the properties of shapes.	52, 69		52	**DT** Year 1 Geometry 1-3, 6, 10	**Year 1 Geometry: Shape** Tests 1, 2, 5, 6
		identify, describe, and classify the properties of 3D shapes, using the properties of shapes.	62, 99		62	**DT** Year 1 Geometry 7, 8, 17-19	**Year 1 Geometry: Shape** Tests 3-6
	Spatial reasoning	anticipate which smaller shapes might be used to compose and decompose a target shape, and then check by making the shape.	69		69	**DT** Year 1 Geometry 9, 13	**Year 1 Geometry: Shape** Test 6
		recognise lines of symmetry in patterns or pictures, and create or complete symmetrical pictures or patterns.				**DT** Year 1 Patterns and Fractions 1, 4	
	Pathways	follow and give instructions to move people or objects to a different location, using direction, distances, and half and quarter turns; interpret diagrams to describe the positions of objects and places in relation to other objects and places	57, 78, 94		57, 78, 94	**DT** Year 1 Geometry 4, 5, 11, 12, 14-16	**Year 1 Geometry: Shape** Tests 7, 8
Statistics | Tauanga	Problem, Plan, Data, Analysis, Conclusion, Statistical literacy	pose summary investigative questions which the data will have categorical variables; use survey to collect data, identify who and what the data measures; collect categorical data for more than one variable; create and describe data visualisations, comparing the frequencies; choose statements that best answer the investigative question; match statements made by others and agree or disagree with the statements.	80, 97		80	**DT** Year 1 Data 1-4, 9, 10, 12-16	**Year 1 Statistics: Data** Tests 1-5
Probability | Tūponotanga	Probability investigations, Critical thinking in probability	engage in chance-based investigations about games and everyday situations to: identify possible outcomes; collect and record data; create visualisations; describe what these data visualisations show; answer chance-based investigative questions; notice variations in outcomes; agree or disagree with the statements made by others.	82		82	**DT** Year 1 Data 5-8, 11	**Year 1 Statistics: Data** Test 6

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YEAR 3

			Mathseeds Lesson #			Additional Mathseeds Resources	
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Know	**Concepts**	**Teaching Sequence**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Number | Mātauranga tau	Number structure	count to 1,000, fowards and backwards in 1s, 2s, 3s, 5s, 10s, and 100s; recognise and represent the base ten structure of numbers up to 1,000; identify, read, and write whole numbers up to at least 1,000; compare and order whole numbers up to at least 1,000; partition and regroup whole numbers up to at least 1,000.	101, 105, 106, 108, 122, 140		105, 106, 108	**DT** Year 2 Numbers 1-24 **DT** Year 2 Operations 3	**Year 2 Number and Algebra: Numbers to 1000** Tests 1-7
	Operations	use estimation to predict and to check the reasonableness of calculations; round whole numbers up to 1,000 to the nearest hundreds and tens.	129				
		add and subtract 2- and 3-digit numbers without renaming and without a change-unknown.	103, 110, 118, 120, 124, 128, 131, 134, 137, 139, 140, 144, 146, 138, 150		110, 118, 120, 124, 128, 134, 137, 139, 144, 146, 148, 150	**DT** Year 2 Operations 1, 2, 4, 5, 7, 13-18, 20-28 **MM** Addition Sprints **MM** Subtraction Sprints	**Year 2 Number and Algebra: Addition and Subtraction** Tests 1-8
		multiply a 1- or 2-digit number by a 1-digit number, without renaming	113, 115, 130		113, 115, 130	**DT** Year 2 Operations 8-12, 19 **MM** Multiplication Sprints	**Year 2 Number and Algebra: Equal Groups** Tests 3-5
		divide whole numbers by a 1-digit divisor with no remainders, by grouping and using the inverse relationship with multiplication	111, 136		136	**DT** Year 2 Operations 6 **MM** Division Sprints	**Year 2 Number and Algebra: Equal Groups** Tests 1, 2, 5
	Rational numbers	identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions; compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent	132, 138		132	**DT** Year 2 Patterns and Fractions 5, 11, 12, 14-17	**Year 2 Number and Algebra: Fractions and Money** Tests 1-4
	Financial maths	make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes	125, 147		125, 131, 147	**DT** Year 2 Measurement 12	**Year 2 Number and Algebra: Fractions and Money** Tests 5-8
Algebra | Taurangi	Generalising number properties	recall addition facts up to 20 and their corresponding subtraction facts; use the additive identity, multiplicative identity, and commutative property	109, 140, 142		142	**DT** Year 2 Operations 2, 5, 22 **MM** Addition Sprints **MM** Subtraction Sprints	**Year 2 Number and Algebra: Addition and Subtraction** Tests 1, 2, 4
	Equations and relationships	recognise, continue, and create growing patterns, and describe a rule to explain a pattern	117, 133		101, 117, 133, 137	**DT** Year 2 Patterns and Fractions 1-4, 6-10, 13	**Year 2 Number and Algebra: Number Patterns** Tests 1-8
Measurement | Ine	Measuring	estimate and then reliably measure length, using metric units; compare and order objects using metric units of length.	104, 140, 141, 143		104, 141	**DT** Year 2 Measurement 6, 9, 11, 13, 15, 19, 21-24	**Year 2 Measurement: Informal Units** Tests 1, 2, 8
		estimate and then reliably measure mass (weight), using metric units; compare and order objects using metric units of mass (weight).	135		135	**DT** Year 2 Measurement 17, 18	**Year 2 Measurement: Informal Units** Tests 6-8
		estimate and then reliably measure capacity, using metric units; compare and order objects using metric units of capacity.	116, 140			**DT** Year 2 Measurement 8	**Year 2 Measurement: Informal Units** Tests 4, 5, 8
		turn, and describe how far an object or person has turned, using half, quarter, and three-quarter turns as benchmarks.	102		102	**DT** Year 2 Geometry 1	**Year 2 Geometry: Shape and Movement** Tests 6, 7
	Perimeter, area, and volume	visualise, estimate, and measure the area of 2D shapes covered with squares of identical size	112, 140, 149		149	**DT** Year 2 Measurement 6	**Year 2 Measurement: Informal Units** Tests 3, 8
	Time	use a calendar to work out the number of days, weeks, or months until important events.	109		109	**DT** Year 2 Measurement 1-5, 14, 16	**Year 2 Measurement: Time** Tests 4, 5
		tell the time to the hour, half hour, and quarter past and quarter to the hour.	114, 123, 127			**DT** Year 2 Measurement 7, 10, 20	**Year 2 Measurement: Time** Tests 1-3
Geometry | Āhuahanga	Shapes	visualise, identify, compare, and classify 2D shapes using the properties of shapes.	102, 119, 140, 145, 184		119, 145	**DT** Year 2 Geometry 4-6, 10	**Year 2 Geometry: Shape and Movement** Tests 1, 2, 5
		visualise, identify, compare, and classify 3D shapes using the properties of shapes.	121		121, 140	**DT** Year 2 Geometry 3, 5-7	**Year 2 Geometry: Shape and Movement** Tests 3-5
	Spatial reasoning	compose and decompose 2D shapes using the properties of shapes, other shapes, side lengths, and angles.	119, 145		119		
		predict the results of a one-step transformation on 2D shapes.	102		102	**DT** Year 2 Geometry 1	**Year 2 Geometry: Shape and Movement** Tests 6, 7
	Pathways	follow and create a sequeunce of step-by-step instructions for moving people or objects to a different location; interpret, draw, and use simple maps to locate objects and places relative to other objects and places.				**DT** Year 2 Geometry 2, 8, 9, 11-13	**Year 2 Geometry: Shape and Movement** Test 8
Statistics | Tauanga	Problem, Plan, Data, Analysis, Conclusion, Statistical literacy	pose summary investigative questions about everyday situations; use survey to collect data; collect, record, and sort data, use secondary data sources; create and describe data visualisations for categorical and discrete numerical data; choose statements that best answer the investigative question; identify relevant features in others' data visualisation; agree or disagree with the statements, and suggest improvements.	140, 143		143	**DT** Year 2 Data and Chance 1, 4, 5, 7-14	**Year 2 Statistics: Data** Tests 1-6
Probability | Tūponotanga	Probability investigations, Critical thinking in probability	engage in chance-based investigations about games and everyday situations to: anticipate what might happen; identify possible outcomes; collect and record data; create data visualisations; describe what these visualisations show; answer investigative questions; reflect on anticipated outcomes; notice variations in outcomes; explain and question statements about chance-based situations.	107			**DT** Year 2 Data and Chance 2, 3, 6	**Year 2 Statistics: Data** Test 7

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YEAR 4

			Mathseeds Lesson #			Additional Mathseeds Resources
			Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency
Know	**Concepts**	**Teaching Sequence**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Mental Minute (MM)**
Number | Mātauranga tau	Number structure	count to and within 1,000, from any multiples of 100, forwards and backwards in 25s and 50s; recognise the base ten structure of numbers up to 10,000; identify, read, write, compare, and order whole numbers up to 10,000.	151, 156, 161, 166		151, 156, 161	
	Operations	use rounding and estimation to predict and to check the reasonableness of calculations; round whole numbers to the nearest thousand, hundred, or ten, and round tenths to the nearest whole number.	194		194	
		add and subtract 2- and 3-digit numbers.	170, 173, 178, 183, 188, 195		170, 173, 178, 183	Addition Sprints Subtraction Sprints
		multiply a 2-digit by 1-digit number and two 1-digit whole numbers.	155, 158, 168, 171, 176, 181, 186, 188, 190, 193, 199		168, 176, 181, 186, 188, 193, 196, 199	Multiplication Sprints
		divide whole numbers by a 1-digit divisor, with no remainders	165, 181, 188, 190, 196, 199		181, 188, 196, 199	Division Sprints
	Rational numbers	identify, read, write, and represent tenths as fractions; compare and order tenths as fractions	175, 180		191	
		for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: compare and order the fractions; identify when two fractions are equivalent; represent the fractions in their simplest form.	160, 175, 180, 191		175, 180	
		convert, using number lines, between improper fractions and mixed numbers for fractions with denominators of 2, 3, 4, 5, 6, and 10; add and subtract fractions with the same denominators to make up to one whole or less than one whole.	191, 197		191, 197	
	Financial maths	make amounts of money using dollars and cents; estimate and calculate the total cost and change for items costing whole dollar amounts	159		159, 188	
Algebra | Taurangi	Generalising number properties	use inverse operations to solve multiplication and division problems	165, 181, 190		181	
		recall multiplication and corresponding division facts for 4s, 6s, 9s, and 10s.	158, 171, 176, 199			Multiplication Sprints
	Equations and relationships	form and solve true or false number sentences and open number sentences involving multiplication and division.	163, 173, 181, 190		163	
		recognise and describe the rule for a growing pattern using words, tables, and diagrams, and predict further elements in the pattern	153, 195		153, 195	
Measurement | Ine	Measuring	develop personal benchmarks for estimations and measure length, using appropriate metric units; use appropriate units to describe length; use the metric measurement system to explore relationships between units.	182, 198		182	
		develop personal benchmarks for estimations and measure mass (weight), using appropriate metric units; use appropriate units to describe mass (weight); use the metric measurement system to explore relationships between units.	172		172	
		develop personal benchmarks for estimations and measure capacity, using appropriate metric units; use appropriate units to describe capacity; use the metric measurement system to explore relationships between units.	154		154	
		recognise that angles can be measured in degrees, using 90, 180, and 360 degrees as benchmarks.	177			
	Perimeter, area, and volume	visualise, estimate, and calculate: the perimeter of polygons using metric units.	192			
		visualise, estimate, and calculate: the area of shapes covered with squares or half squares.	157, 200		200	
	Time	tell the time to the nearest 5 minutes, using the language of minutes past the hour and to the hour	162, 179, 185, 189		179, 185, 189	
Geometry | Āhuahanga	Shapes	identify, classify, and describe the properties of polygons using properties of shapes, including line and rotational symmetry.	152			
		compare and classify angles in 2D shapes equal to, smaller than, or larger than a right angle.	177			
	Spatial reasoning	identify the 2D shapes that compose 3D shapes.	169			
	Pathways	use grid references to identify regions and to plot positions on a grid map; interpret and describe pathways, including half and quarter turns and the distance travelled.	164			
Statistics | Tauanga	Problem, Plan, Data, Analysis, Conclusion, Statistical literacy	investigate summary and comparison situations using multivariate data; plan how to collect primary data to support answering a question; use a variety of tools to collect data, and check for errors; create and describe data visualisations; choose the best descriptive statements to answer questions, reflecting on findings and how they compare with initial predictions; check the statements that others make about data to see if they make sense.	174, 187, 198		187	
Probability | Tūponotanga	Probability investigations, Critical thinking in probability	engage in chance-based investigations with equally likely outcomes by: posing investigative questions; anticipating what might happen; identifying possible outcomes for questions; generating all possible ways to get each outcome; undertake a probability experiment and record the occurrences; creating data visualisations; describing what these visualisations show; answering investigative questions; reflecting on anticipated outcomes; agree or disagree with others' conclusions.	167			