# **GUIDE TO** ASSESSING USING THE NEW COOK ISLANDS' **MATHEMATICS** CURRICULUM

Grade 1-6

Marauri Apii o te Kuki Airani
2005

# Guide to Assessing using the Cook Islands Mathematics Curriculum;

This document provides a sample assessment for each of the Units suggested in the Planning resource.

There is question for each learning outcome in the unit.

If you follow the suggested unit you can use the assessment as it is, but otherwise you can choose the question/s that is/are relevant to the learning outcomes you have taught.

The questions are designed to be used orally but can easily be changed to a written format.

These are all STANDARD BASED, ie the student can either do it or not. This is the form of assessment being used in secondary schools in NZ and the Cook Islands. For some questions there is a 2/3 or similar fraction, this means that the student must get 2 of the 3 questions right in order to achieve.

A tracking sheet is also provided this is to allow you to report against the LO's of the curriculum. At some stage this will become part of the Ministry data base.

I hope this makes your teaching and assessing easier

Alison Fagan

Mathematics Curriculum Developer

N 1.1 L 1 Identify all of the numerals in the range 0-20	
N 1.1 L 2 Write the numerals in the range 0-20	And The Control of th
N 1.1 L 3 Order numbers in the range 0-20	on a constitution of the c
N 1.1 L 4 Say the number before or after a given number in the range 0-20	ent Colleger year.
N 1.2 L 2 Count a set of up to 20 objects	Ver standard desired
	-
1. Give a child a set of (between 10 and 20) objects and ask them to count them	
2. Ask the child to write the numerals for eg 8, 13 and 19 as you read the number to them	>2/3
3. Show the child 3 numerals eg 9, 14 and 17 and ask them to identify them	>2/3
4. Show the child the same 3 numerals as above and ask them to name the number befor after each one	e and >2/3
5. Ask the child to put the 3 numerals above in order	Constitution for region of the state of the
MEASUREMENT	
M 1.1 L1 Measure lengths by counting non standard units using body	No. of the Control of
measurements e.g. handspans, feet.	- September 1990
M 1.2 L 1 Compare lengths using appropriate units & language e.g. wider	
M 1.4 L 1 Describe time using everyday language e.g. bed time, lunch time	
home time, days of the week & before & after.	almost of the second
<ul> <li>Ask the child how many</li> <li>Handspans along the desk</li> <li>Of their feet across the classroom</li> <li>Strides from the classroom to eg nearest tree</li> </ul>	3
2. Show them	
2 objects and ask which is longer	
2 objects and ask which is wider	
<ul> <li>2 objects and ask which is shorter/ narrower</li> </ul>	3 L
<ul> <li>3. Ask the child</li> <li>what day is it today?</li> <li>Which comes first home time or bed time?</li> <li>What always happens on Mondays?</li> </ul>	/3

N	1.1 L 3 Order numbers in the range 0-20
	1 1.1 L 4 Say the number before or after a given number in the range 0-20
	1 1.2 L 2 Count a set of up to 20 objects
N	1.2 L 1 Use one to one counting to form a set of up to 20 objects
	Show the child 3 numerals and ask them to name the number before and after each one >2/3
2.	Ask the child to put the 3 numerals in order
3.	Give a child a set of between 10 and 20 objects and ask them to count them
4.	Ask a child take eg 12 objects from a collection.
	NUMBER UNIT 3
N	1 1.2 L 1 Use one to one counting to form a set of up to 20 objects
la.	1 1.2 L 3 Know groupings within 5
	1 1.4 L 1 Solve simple addition problems to 20 by counting all the objects
	1. Ask a child to take eg 14 objects from a collection.
	2. Hold up 3 fingers and ask how many more make 5?, repeat with 2 other numbers > 2/3
	3. Give the child 2 groups of objects and ask them how many there are altogether eg 5 shells
	and 4 shells. One of the sums should be > 10
	STATISTICS AND PROBABILITY
S	1.1 L 1 Choose a set of objects eg leaves and sort according to a characteristic
S	1.1 L 2 Display their sorted objects in an organized way
	1.1 L 3 Describe aspects of their collection
Service and the service and th	
Us	se the activity for S 1.1 L 1-3 from the level 1 Resource book for the CIMC do not expect them to do a separate activity for the assessment.
guarant .	Have sorted their objects according to a characteristic
2.	Displayed their objects in an organized way
3	Have described their collection

*********	1.2 L 1 Use one to one counting to form a set of up to 20 objects	-
N	1.4 L 2 Solve simple subtraction problems from 20 by counting all the	714-0134-0-000
	objects	Principalities
proud .	Ask a child to take eg 15 objects from a collection.	operity of the second s
l.	Ask a clinic to take eg 15 objects from a concetion.	Exercativesses
2	Give the child a set of objects and ask how many there would be if they took a certain number away, allow the child to remove the objects. eg here are 12 shells, take 4 shell how many are left?	
		port visual control co
	NUMBER UNIT 5	
	IV CIVALE COLVER O	
7.7	1.3 L 1 Recognize the symbols for half and quarter.	
-		- Trintade
And a second second second	1.3 L 2 Find halves and quarters of a set of objects of up to 20 objects by equal sharing.	
N	1.3 L 3 Find halves and quarters of a shape by folding or drawing	
	Show the symbols for ½ and ¼ 1/3, and 1/5 to the student and ask which one is ½, an	d 1/4
	DITOW SHO DYNINOND TOT /2 GIRG /4 I/J, GIRG I/J DO SHO DEGRAND GIRG GOT WARREN ON A 12, GOT	
2.	Give the student 16 objects and ask them to show what half of them are? Then ask	
	them to show what a quarter of them are.	NAME OF TAXABLE PARTY.
		Surgeon and a second
	Give the student 2 rectangles and ask them to shade in half of one and a quarter of the other one.	
	ALGEBRA	
A	1.1 L 1 Use sticks or other materials to make simple patterns	
-	1.1 L 2 Describe their pattern using words such as "more than" or "less	
	than'	Name of the last o
L		1
	Ask the students to make a pattern using sticks	
•		<u></u>
2.	Ask the students whether the next piece in a pattern will have more or less sticks in i	t <sub>—</sub>
		1 6

N 1.4 L 1 Solve simple addition problems to 20 by counting all the objects N 1.4 L 2 Solve simple subtraction problems from 20 by counting all the	
N 1.4 L 2 Solve simple subtraction problems from 20 by counting all the	
objects	
N 1.5 L 1 Know that adding whole numbers increases a value	
N 1.5 L 2 Know that subtracting whole numbers decreases a value	
N 1.5 L 3 Use materials or pictures to illustrate simple addition or subtraction problems	
<ol> <li>Give the child 2 groups of objects and ask them how many there are altogether eg 5 shel and 4 shells. One of the sums should be &gt; 10</li> </ol>	İs
2. Give the child a set of objects and ask how many there would be if they took a certain number away, allow the child to remove the objects. eg here are 12 shells, take 4 shells away, how many are left?	
3. Say to the student "if I add 3 shells to 5 shells will I have more shells or less shells?"	
4. Say to the student "if I take 2 shells away from 8 shells will I have more shells or less shells?"	467E
<ol> <li>Ask the student to draw a picture showing addition eg there were 4 pawpaws in a baske and you put3 more pawpaw into the basket.</li> <li>OR use materials to show "you have 7 cubes and I took 3 away</li> </ol>	
NUMBER UNIT 7	
N 1.1 L 5 Say the forwards and backwards number word sequences in the range 0-20 with understanding	
<ol> <li>Ask the students to count forwards and backwards from 0 -20. Ensure they don't chant the words. Then ask them to start at 4 and count up and back. Ask them to count backwards starting from 18.</li> </ol>	

#### GEOMETRY

G 1.1 U 1 Name circles, squares, triangles, pentagons, hexagons and ovals
G 1.1 U 2 Sort shapes into circles, squares, triangles, pentagons and
hexagons
G 1.1 U 3 Use the words straight, curved and pointed to describe shapes
G 1.3 L 1 Use the words on, above, under and between to describe the
relative position of objects.
G 1.3 L 2 Place familiar objects on, above, under and between other objects
G 1.3 L 3 Follow part of a sequence of instructions relative to their position
Circa the student a calcation of above and out them to make them.

1.	Give the student a selection of snapes and ask them to name them,	~3/0	
2.	Give the student a selection of shapes and tell them to sort into correct groups.	>4/5	
3	Ask the students which of the shapes used above have straight sides, and which have sides. Ask which of the shapes have points.	ve curve > 2/3	d []
Q.	Place a book above the desk and ask the student to describe its position relative to describe a book below the desk and ask the student to describe its position relative to describe a book between 2 chairs and ask the student to describe its position relative to	iesk	
5	Ask the student to place an object above the desk Ask the student to place an object below the desk Ask the student to place an object between 2 other objects	>2/3	
б.	Give the student a list of instructions, eg go forward 3 steps, turn right, walk 4 steps and walk 2 steps.	s, turn le	A

	N 1.1 L 1 Identify all of the numerals in the range 0-20	
	N 1.1 L 2 Write the numerals in the range 0-20	
	N 1.1 L 3 Order numbers in the range 0-20	
	N 1.1 L 4 Say the number before or after a given number in the range 0-20	
	N 1.1 L 5 Say the forwards and backwards number word sequences in the	
	range 0-20 with understanding	
	Ask the child to write the numerals for eg 8, 13 and 19 as you read the number to them >2/3	
2	Show the child 3 numerals eg 9, 14 and 17 and ask them to identify them >2/3	
3.	Show the child the same 3 numerals as above and ask them to name the number before and after each one >2/3	
4.	Ask the child to put the 3 numerals above in order	
5.	Ask the students to count forwards and backwards from 0 -20. Ensure they don't chant the words. Then ask them to start at 4 and count forward and backward. Ask them to count backwards starting from 18.	Charles process report of another than the charles of the charles
	MEASUREMENT	
	M 1.1 U 1 Measure length, mass & volume using non body measurements e.g. string, books, cups.	
	M 1.2 U 1 Compare mass & volume using appropriate units & language e.g. heavier, lighter, bigger, smaller.	
	M 1.3 L 1 Identify coins used in the Cook Islands.	
	M 1.3 L 2 Know the comparative value of coins used.	
Surrend	Give the student a piece of string (approx 20-30 cm) and ask the student to find how many pieces of the string make the length of the desk.	
	Ask the student to find how many pencils weigh the same as a book.  Ask the student to find how many cups of water will fill a jug.	color con colorate de deservo de la colorate de  colorate del colorate de la colorate del colorate del colorate de la colorate del colora
	Ask the student to compare 2 objects eg a bag with books and one with clothes and say which is heavier. (or any objects of approx same size but different weight)  Ask the student to compare 2 objects eg a jug and a bucket and say which is bigger	
3.	Give the student a selection of Cook Island coins and ask them what value they are	
4	Give the student 2 coins and ask them which one is worth more.	

	N 1.1 U 1 Identify the numerals in the range 0-50	
	N 1.1 U 2 Write the numerals in the range 0-50	
	N 1.1 U 4 Name the number before or after a given number in the range 0-50	
	N 1.1 U 5 Say the forwards and backwards number word sequences in the	1
	range 0-50 with understanding	
		3
spense.	Show the student 3 numerals, eg 26, 38 and 41 and ask them to identify them > 2/3	
2.	Ask the student to write the numerals for eg 29, 36 and 43 > 2/3	Principal Annaholis Co-spans
3.	Show the child the same 3 numerals as above and ask them to name the number before and after each one >2/3	
4.	Ask the students to count forwards and backwards from 0 -50. Ensure they don't chant the words. Then ask them to start at 17 and count forward and backward. Ask them to count backwards starting from 48.	Commence and Comme
	NUMBER UNIT 3	_
	N 1.2 U 1 Use any counting strategy to form a set of up to 50 objects.	
	N 1.2 U 2 Count a set of up to 50 objects	
possess	Give the student collection of objects and ask them to take eg 35 of them	
2.	Give the student a set of eg 40 objects and ask them to count them	

#### STATISTICS AND PROBABILITY

	S 1.1 U 1 Choose a set of objects eg leaves and sort according to a specified	
	characteristic	
	S 1.1 U 2 Display their sorted objects in a graphical form	
	S 1.1 U 3 Describe comparative aspects of their collection	nd-weekstramentingel.
	S 1.2 L 1 Use words such as never, always, might in an appropriate context	n-tuu-nadminda)
present	Ask the student to sort a set of objects into 2 specified characteristics, eg green leaves or brown leaves.	
2.	Ask the student to arrange the 2 sorts of objects in some way, This can be done by laying them in 2 straight lines, forming a simple bar graph or pictograph	
3.	Ask the student to make some comment that compares the two types of objects, eg there ar more green leaves than brown leaves	e
4.	Ask the student to put the correct word in each of the following sentences	***************************************
	<ul> <li>The sunrises (always)</li> <li>Igo to the shop after school (might)</li> <li>My teacherwalks home (never)</li> </ul>	en e
	NUMBER UNIT 4	
	N 1.1 U 3 Order numbers in the range 0-50	
	N 1.4 U 1 Solve simple addition problems to 50 by counting all the objects in their head (by imaging)	
	N 1.4 U 2 Solve simple subtraction problems from 50 by counting all the objects in their head (by imaging)	
person ,	. Give the student 3 numeral cards eg 21, 39 and 43 and ask them to put them in order	
2.	. Give the student 2 groups of objects and ask them how many there are altogether eg 15 she and 8 shells. The student should be able to do this in their head, without touching the object	
3.	. Give the student a set of objects eg 27 and ask them how many there would be if you took away 5 of them. The student should be able to do this in their head, without touching the	

	N 1.3 L 1 Recognize the symbols for half and quarter.	- Annie de la company de la co
	N 1.3 L 2 Find halves and quarters of a set of objects of up to 20 objects by	- Commence of the Commence of
	equal sharing.	def-64M(enneman
	N 1.3 L 3 Find halves and quarters of a shape by folding or drawing	- Indiana
	N 1.3 U 1 Recognize and write the symbols for half and quarter.	
Accessed	Show the student the symbols for $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , and $\frac{1}{5}$ and ask them which is $\frac{1}{2}$ and $\frac{1}{4}$	
2.	Give the student a set of eg 16 objects and ask them to give you half of them. Then ask the to give you a quarter of them.	
3.	Give the student a piece of paper and ask them to fold it in half, then ask them to fold it int quarters. OR give the students a shape eg a rectangle and ask them to shade in a half and the on another one to shade in a quarter.	
4	Ask the student to write the symbols for ½ and ¼	
	ALGEBRA	
	A1.1 L3 Demonstrate relationships such as "more than" or "less than" using materials	differential and the desired and the second
	A1.2 L1 Demonstrate simple operations involving =, "is the same as" using concrete materials, eg $3 + 2 = 4 + 1$	o de la companya del companya de la companya del companya de la co
	. Use the "more than" and "less than" cards from Level 1 resource book, and ask student to the correct one between 2 sets of objects.	use
	eg 3 shells "more than" 2 shells etc	
	Use the "is the same as =" card from the Level 1 resource book and give the students son objects and ask them to make sets that are the same on each side of card.	)e
	eg 3+2 = 4+1, repeat	And the second

	N 1.2 U 3 Know groupings with 5
	N 1.4 U 1 Solve simple addition problems to 50 by counting all the objects in
	their head (by imaging)
	N 1.4 U 2 Solve simple subtraction problems from 50 by counting all the
	objects in their head (by imaging)
	ovjesto in man nest (v) minoging)
	Hold up hands with 5 fingers on one and a different number on other and ask child how many altogether? eg $5 + 2 = 7$ , $5 + 4 = 9$
2	Give the student 2 groups of objects and ask them how many there are altogether eg 15 shells and 8 shells. The student should be able to do this in their head, without touching the objects.
Marija	Give the student a set of objects eg 27 and ask them how many there would be if you took away 5 of them. The student should be able to do this in their head, without touching the objects.
	NUMBER UNIT 7
	N 1.3 U 2 Find halves and quarters of a set of objects to 50 using materials
	N 1.3 U 3 Find halves or quarters of a shape
1	
	Give the student a set of eg 24 objects and ask them to give you half of them. Then ask them to give you a quarter of them.
) ~.	Give the student a piece of paper an ask them to fold it in half, then ask them to fold it into quarters. OR give the students a shape eg a rectangle and ask them to shade in a half and then on another one to shade in a quarter.

#### GEOMETRY

Secondand addressed	G 1.2 L 1 Use a simple shape template and translation to make a pattern.	A Company of the Comp
deservation	G 1.2 L 2 Describe the pattern they have created	
-	G 1.3 U 1 Use the words behind, in front of, outside and inside to describe	e de constante de
- Contraction of the Contraction	the relative position of objects.	
Canada constitution of the	G 1.3 U 2 Place familiar objects behind, in front of, outside and inside other objects	o ormanie de desentada de mada alta esta esta esta esta esta esta esta es
mbest (Military)	G 1.3 U 3 Follow a sequence of instructions relating to position and	
-	movement.	
***************************************	G 1.4 L 1 Rotate themselves through half a turn	
-	G 1.4 L 2 Rotate an object through half a turn	
•	Give the student a shape and ask them to draw around it and then move it sideways (translation) to make a pattern eg	generations.comma.co.co.co.co.co.co.co.co.co.co.co.co.co.
		Annual control of the
g of a	Ask the student to describe their pattern, eg 8 rhombus' (diamonds) in a row or line.	L
	Hold an object eg pen, behind, in front of you, outside and inside a container and ask the student to describe its position >3/4	Character and the second
o .	Ask the student to	
	<ul> <li>Put a book behind the chair</li> <li>Put a book in front of the chair</li> <li>Put a book inside a bag</li> <li>Put a book outside a bag</li> <li>&gt;3/4</li> </ul>	Convergence contraction of the c
-	Ask the student to follow a series of instructions, eg. "walk to the door, go outside, turn right, run to the end of the building, walk slowly to the tree, run back to the door.	
5.	Ask the student to turn through half a turn, eg from facing the blackboard to facing away from it.	
7	Ask the student to turn an object eg a chair through half a turn, so that it is facing the opposite direction	

	N 1.1 U 1 Identify the numerals in the range 0-50	
	N 1.1 U 2 Write the numerals in the range 0-50	District Control of the Control of t
	N 1.1 U 3 Order numbers in the range 0-50	The second secon
	N 1.1 U 4 Name the number before or after a given number in the range 0-50	
	N 1.1 U 5 Say the forwards and backwards number word sequences in the	
	range 0-50 with understanding	and the second second
famount	. Show the student 3 numerals, eg 26, 38 and 41 and ask them to identify them > 2/3	
2	. Ask the student to write the numerals for eg 29, 36 and 43 > 2/3	
3	Give the student 3 numeral cards eg 21, 39 and 43 and ask them to put them in order	
4	. Show the child the same 3 numerals as above and ask them to name the number before and after each one >2/3	
	Ask the students to count forwards and backwards from 0 -50. Ensure they don't chant the words. Then ask them to start at 17 and forward and backward. Ask them to count backwards starting from 48.	TOTAL CONTRACTOR AND
	MEASUREMENT  M 1.3 U 1 Know the value of coins & notes up to \$20.	
	M 1.3 U 2 Read straight forward prices.	
	M 1.3 U 3 Know the value of common items e.g. packet of chips, can drink.	
	M 1.4 U 1 Read clock times (to hours & half hours).	
question	<ul> <li>Give the student</li> <li>a selection of 3 coins eg \$2, 50c and 10c and ask them to identify them</li> <li>a selection of 3 notes eg \$5, \$10 and \$20 and ask them to identify them</li> <li>&gt;2/3</li> </ul>	
2	Show the student cards with prices written on them eg \$2.50, \$5.00, \$18 and ask them to read them	
3	. Ask the student how much some items cost, eg a pie, a donut and a bottle of Vaiora >2/3	
4	Show the student a clock face with different times on it, eg 2 o'clock, 7 o'clock and half past nine, and ask them to read them	

	N 1.2 U 1 Use any counting strategy to form a set of up to 50 objects. N 1.2 U 2 Count a set of up to 50 objects	- numari militaring interventantive
parent .	Give the student collection of objects and ask them to take eg 43 of them	
2.	Give the student a set of eg 45 objects and ask them to count them	Para binosotonopuda
	NUMBER UNIT 3	_
	N 1.4 U 1 Solve simple addition problems to 50 by counting all the objects in their head (by imaging)	
	N 1.4 U 2 Solve simple subtraction problems from 50 by counting all the objects in their head (by imaging)	7
governor a	Give the student 2 groups of objects and ask them how many there are altogether eg 25 shells and 9 shells. The student should be able to do this in their head, without touching the objects.	
2	Give the student a set of objects eg 37 and ask them how many there would be if you took away 6 of them. The student should be able to do this in their head, without touching the objects.	Glidich de serence con constituir de la
	STATISTICS AND PROBABILITY	
	S 1.2 U 1 Use words such as, impossible, possible, very likely or certain to describe familiar events.	distributed fundamental fundam
	S 1.2 U 2 Rank familiar events in order of their probability of occurring.	On and address of the Control of the
passed	words. eg  • Swimming to next island (impossible)	
	<ul> <li>Climbing the mango tree (possible)</li> <li>Play soccer (netball) this week (very likely)</li> <li>Fall asleep tonight (certain)</li> </ul>	The second secon
2.	Ask the student to put some events in order of their likelihood of happening eg, they will brush their teeth, their teacher will have a motor accident today, it will rain today	

busedinaconadi	N 1.5 U 1 Understand that subtraction is the opposite process to addition	
- Andreas	N 1.5 U 2 Show that subtraction can be done by "counting on"	
Philippine and the second seco	N 1.5 U 3 Use a word problem to illustrate simple addition and subtraction problems	
panenty .	Tell the student that eg $5 + 4 = 9$ , and ask them to give a problem that shows that subtraction is the reverse process. eg $9-4 = 5$ , or $9-5 = 4$	
2	Ask the student to solve a subtraction by counting on, eg 9-3 can be done by counting $4,5,6,7,8,9=6$ . NOTE they do not count 3	
3.	Ask the student write a word problem to show	
	an addition problem eg I bought 4 donuts and then I bought 3 more donuts, I now have 7 donuts.	
	A subtraction problem eg I picked 9 mangoes and then I gave 2 mangoes away. I now have 7 mangoes	
	NUMBER UNIT 5	
	N 1.3 U 1 Recognize and write the symbols for half and quarter.	
	N 1.3 U 2 Find halves and quarters of a set of objects to 50 using materials	Antonomonoph
	N 1.3 U 3 Find halves or quarters of a shape	
an g	Show the student cards with ½, 1/3, ¼, 1/5 and ask them which is ½ and ¼. Ask the student to write the symbols for half and quater	
2.	. Give the student a set of eg 20 objects and ask them to give you half of them. Then ask	
	them to give you a quarter of them.	

#### ALGEBRA

		Manag
	A 1.1 U 1 Describe and continue simple repeating and sequential patterns	
	A 1.1 U 2 Illustrate and discuss relationships using pictures and arrows	
	A 1.2 U 1 Using materials or stories write and explain number sentences	Transferred to
	using =	
promotely	Ask the student to make	
	<ul> <li>a simple repeating pattern, eg using counters red, blue, red, blue, etc</li> </ul>	
	<ul> <li>a simple sequential pattern, eg using counters, 1 counter, 3 counters, 5 counters</li> </ul>	
	etc /	
	As them to describe their pattern	
	eg "it goes red then blue then red"	panalities of the
	eg "there are 2 more counters each time"	L
2.	Ask the student to write an example of a relationship using arrows.	gnammm
	eg "is the sister of" Ani ——— Petero	A CONTRACTOR OF THE CONTRACTOR
2	Ask the student to	
3.		
	• use counters to explain the number sentences $1+3=4$ , $2+4=6$	
	• write a story to explain 1 + 3 = 4. eg I picked one mango and then picked 3 more	
	mangoes, now I have 4 mangoes.	L

#### GEOMETRY

G 1.1 U 1 Name circles, squares triangles, pentagons, hexagons and ovals	
G 1.1 U 2 Sort shapes into circles, squares, triangles, pentagons and	Britanii (Prijanii
hexagons	- Andrew Company
G 1.1 U 3 Use the words straight, curved and pointed to describe shapes	
G 1.2 U 1 Make a template of a shape and use translation and/ or rotation to	proprié na premanente
create a pattern	(Application)
G 1.4 U 1 Rotate themselves through a half or quarter turn and describe their change in view	Andreas de la constantina del constantina de la constantina de la constantina de la constantina del constantina de la co
G 1.4 U 2 Rotate a shape or object through a half or quarter turn, and	The state of the s
describe the change of view.	
	gwestendelsted vicinity
. Give the student a selection of shapes and ask them to name them, >5/6	and the second s
2. Give the student a selection of shapes and tell them to sort into correct groups. >4/5	
Ask the students which of the shapes used above have straight sides, and which have	
curved sides. Ask which of the shapes have points.	
	Loomanne
Ask the student to make a shape out of cardboard (or plastic lid), and then to use translation or rotation to make a pattern	The second secon
Rotated to give	
Have the student (s) face the blackboard, and then turn through half a turn to face opposite way. Then have them turn through quarter turns (4 to complete)	And the second s
Put an object eg chair in front of student (s) and then turn it through quarter of a turn.  Ask them to say how it looks different.	

	N 2.1 L 1 Identify all of the numerals in the range 0 - 100	
	N 2.1 L 2 Write the numerals in the range 0-100	
	N 2.1 L 3 Order numbers in the range 0- 100	
	N 2.1 L 5 Say the forwards and backwards number word sequence in the	
	range 0 – 100 with understanding	
Quantity .	Show the student 3 numerals eg 42, 76 and 93 and ask them what they are >2/3	projestanje di udalisti i di udalisti di u
2.	Ask the student to write the numerals for eg 38, 68, and 84 >2/3	
3.	Ask the student to put the above numerals in order	Control of August
4.	Ask the student to count from 50 to 100. Ensure they don't chant the words. Then ask them to start at 67 and count uforwards to 80. Ask them to count backwards starting from 98 to 70	
	MEASUREMENT	
	M 2.1 L 1 Use rulers to find the length of objects and record in cm or m.	
	M 2.3 L 1 Be able to read digital time.	
	M 2.2 L 1 Use notes & coins to "purchase" objects.  M 2.2 L 2 Use different combinations of coins & notes to make an amount.	
	1VI 2.2 L 2 USC different combinations of coms & notes to make an amount.	
parameter	Ask the student to measure the length of 3 objects eg a book, a pencil and a piece of paper. Their answer should be in cm and accurate to within 5mm (0.5 cm)	Maria Andreas designation and the second sec
2.	Show the student cards with digital time printed on them	
	3.15pm 11.30am 8.00pm	functions
	And ask them what time they represent >2/3	
5	Set up a "shop" with various goods with prices labeled on them. eg empty drink bottle, empty chips packet etc. Give the student a list of 2-3 items to buy and let them use "play money" to buy them.	
400	Give the student a card with a certain amount printed on it, eg \$3.50 and ask them how to make that amount using coins and notes. Repeat 2 times.	Shirks however the control of the co

	and the second	N 2.1 L 4 Name the number before or after a given number in the range 0-100	A CONTRACTOR OF THE CONTRACTOR
	ļ	N 2.1 L 6 Write a numeral up to 100 in words	The second secon
		N 2.2 L 1 Count a set of objects by skip counting in 2's or 5's.	and the second
		N 2.2 L 2 Compare the size of sets of even objects	understanding
	ensed .	Show the student 3 numeral cards eg 48, 71 and 96 and ask them the number before and after each one >2/3	Topical and the second
2.		Ask the student to write the above numerals in words >2/3	
	3.	Ask the student to give you  eg 12 counters, they must count them out in 2's. ie 2,4,6,8,10 12  eg 15 counters, they must count them out in 5's. ie 5, 10, 15  eg 10 counters, they can count them in 2's or 5's  >2/3	GOV encore and advision willing and a second and advision will be a second and advision will be a second and
	4.	Give the student 2 sets of objects eg 8 counters and 10 counters and ask them which has more. The student should solve this by arranging in 2's to compare  8 10 00 00 00 00 00 00 00 00 00 00 00 00 NUMBER UNIT 3	Programme and the second secon
	kamananga ob katapa magas kananangantarik na mananangantara, pantara	N 2.1 L 1 Identify all of the numerals in the range 0 - 100 N 2.1 L 2 Write the numerals in the range 0 - 100 N 2.4 L 1 Solve addition problems by counting on from the larger number N 2.4 L 2 Solve subtraction problems by counting on	
	1.	Show the student 3 numerals eg 51, 62, and 89, and ask them what they are >2/3	- A-F-1-A-F-
	2.	Ask the student to write the numerals for eg 43,58, 94 >2/3	The principal and a second
	3.	Ask the student to add 2 numbers together, they must do it by counting on from the larger number. eg 7 + 5 should be done by 8,9,10,11,12 repeat 2 times >2/3	
	4.	Ask the student to solve a subtraction problem by counting on. eg $12-7$ , would be solve by counting 8, 9, 10, 11, 12 = 5. Do NOT start at 7 $>2/3$	ed

#### STATISTICS AND PROBABILITY

·	
	S 2.1 L 1 Use tally charts to record information
th the same and the same	S 2.1 L 2 Use pictographs or bar charts to illustrate their findings.
	S 2.2 L 1 Discuss aspects of their graphs
	S 2.2 L 2 Understand that their collection represents a sample of the population
Th	is unit can be assessed using a project: How do the children at this school come to school? e students chose a sample (a small part of the school) to survey. This could be a few children om each class.
passed .	The student will have made a tally chart and recorded the results of their survey
2.	The student will show the results on a bar graph or pictograph
3.	The students will be able to discuss their graph, eg "My graph shows that more students come to this school by car than by bike"
4.	The student should be able to explain that their results are only from a sample (small part) the population (school) and may not be the same results s the whole school.
	NUMBER UNIT 4  N 2.2 L 1 Count a set of objects by skip counting in 2's or 5's.  N 2.2 L 2 Compare the size of sets of even objects  N 2.5 L 1 Develop an understanding of the patterns in multiplication.
1	Ask the student to give you
4.	eg 12 counters, they must count them out in 2's. ie 2,4,6,8,10 12
	eg 15 counters, they must count them out in 5's. ie 5, 10, 15
	eg 10 counters, they can count them in 2's or 5's >2/3
2	Give the student 2 sets of objects eg 8 counters and 10 counters and ask them which has more. The student should solve this by arranging in 2's to compare  8 10  OO OO
3.	<u> </u>
	using an abacus .eg  0000 shows 4 x 2  00000 shows 5 x 2  00000

	N 2.3 L 1 Identify the symbols for ½, 1/3, ¼, 1/5	
	N 2.3 L 2 Find ½, 1/3, ¼, 1/5 of a set of objects using materials	
	N 2.3 L 3 Order the unit fractions ½, 1/3, ¼,1/5,	
	N 2.3 L 4 Find the fraction of a shape by folding or cutting	
	The state of the s	
posent	Give the student cards with the symbols for $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ and $\frac{1}{5}$ on them and ask them which is which.	
2.	Give the student a set of 30 objects and ask them to give you ½, 1/3, ¼ and 1/5 of them. Or this can be done using diagrams of 30 objects and asking them to colour in or circle ½, 1/3, ¼ and 1/5 of them  >3/4	
ter o	Give student cards with the fractions printed on and ask them to put the cards in order from smallest fraction to largest fraction. Check that the student is correct by asking "which is the smallest fraction"	
anga	Give the student a piece of paper and ask them to find 1/3 of it by folding it. Give the student a diagram of a shape and ask them to find a 1/5 of it and colour it in.	
	ALGEBRA	
	A 2.1 L 1 Continue a simple linear relationship	
	A 2.1 L 2 Use a rule in words to describe a linear relationship	
	eg. 2,4,6,8	
	10,9,8,7	
	A 2.1 L 3 Explore patterns such as 3->1, 4->2, 5->3	
	A 2.3 L 1 Interpret a graph of a familiar relationship such as hunger during	
	the day,	
Append	Give the student a simple linear relationship, eg 1,3, 5, and ask them to give the next 3 numbers	
	Ask the student to give a rule for eg the above relationship. "the number is 2 more each time"	
3	. Show the student a relationship such as 1-> 4, 2-> 5, 3-> 6 and ask them to explain it and give another pair in the relationship.	Environment of the State of the
4	Show the student(s) a graph of eg their happiness during the day and ask them to explain how they feel at different times according to the graph.	

		٦
	N 2.2 L 3 Know groupings within 10	_
	N 2.1 L 4 Name the number before or after a given number in the range 0-100	_
	N 2.1 L 6 Write a numeral up to 100 in words	
	N 2.4 L 1 Solve addition problems by counting on from the larger number	decimage
	N 2.4 L 2 Solve subtraction problems by counting on	7
possessi e	Show the student a 10s frame with eg 7 counters and ask them how many more would make 10. repeat 2 times. OR hold up 7 fingers and ask how many more to make 10. >2/3	
2.	Show the student 3 numerals, eg 57, 72 and 94 and ask them to identify them >2/3	
3.	Ask the student to write the above numerals in words >2/3	
4.	Ask the student to solve 3 addition problems by counting on eg 23 + 4, 36 + 8, 71 + 11.  This would be done by 24, 25,26, 27 = 27 >2/3	
5.	Solve 3 subtraction problems by counting on, eg 28-22, by 23,24,25,26,27,28 = 6, do NOT start counting at 22. Repeat 2 times	
	GEOMETRY	
	G 2.1 L 1 Describe circles, ovals, squares, rectangles, triangles, pentagons and hexagons.	
	G 2.1 L 2 Use the terms curved, straight and the number of sides to classify shapes.	
	G 2.3 L 1 Use reflection and/or translation of a shape to create a pattern.	
	G 2.3 L 2 Be able to identify the symmetry of a pattern	-
	G 2.4 L 1 Use the words further, closer and beside to describe the relative	()
	positions of objects.	-
	G 2.4 L 2 Make clockwise and anticlockwise turns	- Contraction of the Contraction
apoor a	. Give the student each of the shapes and ask them to describe them eg	
æ	A circle is a curved shape whose outside is the same distance from the middle.	
	An oval is a curved shape, a circle that has been "flattened"	
	A square has 4 sides, the sides are all equal, the corners are right angles	
	• A rectangle has 4 sides, 2 of the sides are longer than the other 2, the corners are right	
	angles	
	A triangle is a shape with 3 straight sides	
	A pentagon is a shape with 5 straight sides	
	• A hexagon is a shape with 6 straight sides > 5/7	

2.	Give the student a collection of shapes and ask them to sort them into those with curved sides and those with straight sides. Then ask them to sort those with straight sides according to their number of sides.
3.	Ask the student to make a pattern by reflecting or translating a shape
	Reflected to Translated to
4.	Show the student a pattern or shapes that have symmetry and ask them to show where the line of symmetry is
5.	Ask the students questions such as  Which is further from here, the mango tree or the principal's office?  Which is closer to here, the preschool playground or the principal's office?  Who is standing beside Teina?
6	Ask the student to turn an object eg chair clockwise and then anti-clockwise

	N 2.1 U 1 Identify the numerals in the range 0- 1000	
	N 2.1 U 2 Write the numerals in the range 0- 1000	
	N 2.1 U 5 Say the number 1, or 10 more or less than a given number up to 1000	
		(management) (m)
	. Show the student numeral cards for eg 569, 738 and 927 and ask them what they are >2/3	
	Ask the students to write the numerals for eg 358, 589, 831	THE PARTY OF THE P
w.	. Ask the student what is the number	
	one less and one more than each of the above numbers	general control of the control of th
	ten less and ten more than each of the above numbers >4/6	
	MEASUREMENT	
	M 2.1 U 1 Use rulers and other equipment to find the length of objects and	
	record in mm	
	M 2.1 L 2 Use simple scales to find the mass of objects.	
	M 2.2 U 1 Use notes & coins to model transactions up to \$100 and giving change	To a management of the contract of the contrac
	M 2.2 U 2 Find the total cost of up to 3 items.	~
	M 2.3 L 2 Be able to read the hours, half hours & quarter hours of analogue time.	and the second s
	M 2.3 L 3 To know the hours of the day, seasons & months of the year.	
The state of the s	Ask the student to use a ruler to measure 3 objects, and to give their answer in mm. should be accurate to 2mm. >2/3	
4	2. Ask the student to use scales (eg kitchen scales) to weigh 3 objects, and to give their answer accurate to 1 unit on the scales >2/3	
	This activity assesses both M 2.2 U 1 and M 2.2 U 2.	-
	Set up a "shop" with various goods with prices labeled on them. eg shirt, shorts, DVD etc. Give the student a list of 2-3 items to buy and let them use "play money" to buy them. Ask another student to act as the shopkeeper and give change.	

4.	Show the student an analogue clock with various times, including half and quarter hours and ask them what time they show >4/5	Charles and an artist
5.	Ask the student ( or give a written test)  what hour  they come to school  go home from school  go to bed  what season is  Christmas  Te Maeve Nui  their birthday  what month  Christmas	
	<ul><li>2. Te Maeve Nui</li><li>3. their birthday</li><li>2/3 for each</li></ul>	
	NUMBER UNIT 2	
Constitution of the Consti	N 2.1 U 3 Order a numbers in the range 0-1000 N 2.1 U 4 Write a numeral up to 1000 in words N 2.2 L 3 Know groupings within 10	
2	Show the student 3 numeral cards eg 532, 502, and 765 and ask them to put them in order >2/3 Ask the student to write the numerals above in words >2/3	
3.	Show the student a 10s frame with eg 8 counters and ask them how many more would make 10. repeat 2 times. OR hold up 8 fingers and ask how many more to make 10. >2/3	and the second
	NUMBER UNIT 3	
	N 2.2 U 1 Count a set of objects by any appropriate skip counting strategy N 2.2 U 2 Compare the size of sets of objects that they have counted N 2.4 L 3 Solve simple multiplication/ division problems by skip counting	
L.	Give the student a set of eg 20 objects and ask them to count them. They should use a suitable skip counting strategy (eg 2's or 5's) NOT one to one counting.	
Ls.	Give the student 2 sets of objects and ask them to count them and then compare them to say which is bigger/ smaller	
3.	Give the student a multiplication problem eg $7 \times 5$ and ask them to solve using skip counting, ie $5,10,15,20,25,30,35$ , Give the student a division problem eg $20 \div 5$ and ask to solve using skip counting ie $15, 10, 5, 0$ answer is 4	

#### STATISTICS AND PROBABILITY

	S 2.2 L 3 Compare in simple terms the ranges of different distributions	
	S 2.3 L 1 Rank events in order of the probability of their occurring	
	S 2.1 U 1 Use tally charts and frequency tables to record information	
	S 2.1 U 2 Use bar charts to illustrate their findings.	
1		
	The students can complete the first 3 LO's as part of a statistics investigation.	
1.	The student will use a tally chart to collect their information and convert it into a	-
	frequency table	
2.	. The student will convert their frequency table to a bar graph	
bus o	. The student will convert their frequency table to a par graph	
3.	The student be able to say what the range of their data is, ie the biggest value minus	
	their smallest value. They should then compare their range with that of another student.	
		Lancemann
4.	Give the student various events and ask them to put them in order of probability.	
	eg there will bean earthquake today, there will be rain today, they will go home after school today,	
	atter solitori today,	
	NUMBER UNIT 4	
	INCIVED ELECTRICATION DE LA CONTRACTION DE LA CO	
	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies	
proved.	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers	
- innover	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies	
passus i	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  . Give the students various addition problems to solve.	
Personal	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  . Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1= 25. or 13 doubled = 26, then - 1 = 25	
Removad : :	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1= 25. or 13 doubled = 26,	
	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1= 25. or 13 doubled = 26, then - 1 = 25  eg 48 + 17 by tidy numbers is 50 + 15 = 65	
	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1 = 25. or 13 doubled = 26, then - 1 = 25  eg 48 + 17 by tidy numbers is 50 + 15 = 65  Give the student various subtraction problems to solve	
	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1 = 25. or 13 doubled = 26, then - 1 = 25  eg 48 + 17 by tidy numbers is 50 + 15 = 65  Give the student various subtraction problems to solve  eg 23 - 5 by part whole is 23- 3 -2 = 18	
	N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers  Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1 = 25. or 13 doubled = 26, then - 1 = 25  eg 48 + 17 by tidy numbers is 50 + 15 = 65  Give the student various subtraction problems to solve	

#### **VESESSMENT FOR YEAR 5**

### NOWBER ONLL?

	1. Ask the student to draw a pictogram to show a linear relationship. eg 1, 3, 5 ( to be linear the difference between each number must be the SAME in this case 2)		
	A 2.1.U 2 Use a rule in words to describe a simple non-linear relationship A 2.1 U 4 Investigate patterns in everyday use such as calendars etc		
	and =  A 2.1 U 1 Continue a simple nonlinear relationship such 2, 4, 8 or  1,1,2,3,5,8 etc		
	A 2.2 L 1 Use a pictograph to model a simple linear relationship A 2.4 L 1 Demonstrate different ways of using number sentences using <,>,		
Europeanne	VICEBBY		
grantinen örfanstillang grantinen örfanstillang grantinen och	4. Show the student a 10s frame with eg 9 counters and ask them how many more would make 10. repeat 2 times. OR hold up 9 fingers and ask how many more to make 10. >2/3		
	3. Give the student a piece of paper and ask them to find 1/3 of it by folding it. Give the student a diagram and ask them to find a 1/5 of it and colour it in.		
	OO		
	2. Give the student 2 sets of objects eg 8 counters and 10 counters and ask them which has more. The student should solve this by arranging in 2's to compare.		
statistical move to focusion or a second	1. Give the student cards with the symbols for $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{3}$ , $\frac{1}{3}$ , $\frac{1}{3}$ , $\frac{1}{3}$ , and $\frac{1}{5}$ on them and ask them $\frac{1}{3}$		
and the second s	N 2.2 L 4 Find the fraction of a shape by folding or cutting		
	N 2.3 L 1 Identify the symbols for %,1/3, %, 1/5 N 2.2 L 2 Compare the size of sets of even objects		

2.	Ask the student to fill in the correct symbol (>, < , =) in various number sentences eg. 2+35+1,3x45x2, 8+54x2	growth who predicts and the second se
3.	Give the student various non-linear relationships and ask them to give the next numbers. A non-linear relationship does NOT have the same difference between numbers. eg 2, 4, 8, 16(multiplied by 2) eg $1,1,2,3,5$ (Fibonacci, found by adding previous 2 numbers so the next one will be $5+3=8$ , then $8+5=13$ )	gine do rela consultante de la consultante del consultante de la consultante de la consultante de la consultante de la consultante del consultante de la con
4.	Ask the student to describe in words the relationships above, eg " you multiply by 2 to get the next number"	granovní naznaní
5.	Give the student a page from a calendar. Ask them to circle 4 touching numbers, and then describe their pattern. Eg 9 is 7 more than 2, and 10 is 7 more than 3 etc	
	2 3	
	9 10	grannishi socquision
	NUMBER UNIT 6	
Kananantahan	N 2.5 L 1 Develop an understanding of the patterns in multiplication.	
and the second	N 2.5 L 2 Use word problems to illustrate the concept of multiplying	
e e e e e e e e e e e e e e e e e e e	numbers  N 2.3 U 1 Identify any unit fraction with denominator <10	
a procedence proprieta de differences con c	N 2.3 U 2 Find the ½,1/3,1/4,1/5 of a set of objects with or without materials using additive strategies	
-		
Amound	Give the student a hundreds chart ( ie table with all numbers from $1 - 100$ ) and ask them to put counters on all the 5 times tables. Then do it with different coloured	
	counters for the 2 times table. Ask the student about the patterns made. ie all the 5 times	
	are below 5 and 10, all the 2 times are below 2,4,6,8,10. Some eg 10, 20 have both coloured counters.	- Company of the Comp
2.	Ask the student to give a sentence to describe eg $4 \times 3 = 12$ . (4 children each ate 3 mangoes so altogether they ate 12 mangoes.)	
3.	Show the student a selection of unit fractions ( numerator = 1) and ask them which is 1/8, 1/10 etc >3/4	
	<ul> <li>Put 16 objects in front of child and ask them what ½ of them would be. If they need to they can use the objects to solve it, then ask what ¼ of them would be.</li> </ul>	
	• Take one object away so that there are 15, and ask them for 1/3 and 1/5 of them again see if they can do it first without using the objects. >3/4	

#### GEOMETRY

ana alia dibina di garagente menananana da	G 2.1 U 1 Use geometrical terms to classify circles, ovals, squares, rectangles, triangles, pentagons, hexagons, cubes, cylinders and spheres	All the control of th
o constante de la constante de	G 2.2 L 1 Create a 3 dimensional object using familiar objects.	**************************************
and transport	G 2.2 L 2 Use words such as higher, wider	The state of the s
	G 2.2 L 3 Explain how the view from the opposite side of an object is different	
- Contraction of the Contraction	G 2.3 U 1 Use reflection, translation and/or rotation to create a pattern.	
	G 2.3 U 2 Be able to describe the symmetry (ies ) of their pattern	
in the second	G 2.4 L 3 Draw and discuss simple picture maps	
	<ul><li>1. Ask the student to classify these shapes, they could do it by 2 or 3 dimension (cylinders and spheres are 3 D) or by curved / straight sides</li><li>Give the students some eg cardboard boxes and ask them to build an object</li></ul>	
3.	<ul> <li>Ask the student</li> <li>which is higher the school roof or mango tree,</li> <li>which is wider the classroom door or the student's chair.</li> </ul>	greenman Girls S
wanter	Ask the student to describe eg a chair viewed from one side and how it is different when viewed from the opposite  From opposite side	The second secon

5. The student should use reflection, translation and rotation of a shape to make a pattern

Reflected to

Then translated to

OR rotated to

Then translated to

Students should be able to say if their pattern shows reflection and if so where, and rotation and if so around where.

Ask the student to draw a simple map of the classroom marking the teacher's desk, their own desk, the blackboard etc. OR to draw a map of the playground with tree etc.

Ask them to explain their map

	N 2.1 U 1 Identify the numerals in the range 0- 1000	
	N 2.1 U 2 Write the numerals in the range 0- 1000	
	N 2.1 U 3 Order a numbers in the range 0-1000	
	N 2.1 U 4 Write a numeral up to 1000 in words	
	N 2.1 U 5 Say the number 1, or 10 more or less than a given number up to	olenianos spikirimania
	1000	
	Show the student numeral cards for eg 624, 899, 901 and ask them what they are >2/	3
lua .	Ask the students to write the numerals for eg 599, 702, 910	/3
w.	. Ask the student to put the 3 numerals above in order >2.	/3
华.	Ask the student to write the 3 numerals above in words >2/	3
5	. Ask the student what is the number	
	<ul> <li>one less and one more than each of the above numbers</li> </ul>	grammation of the second
	• ten less and ten more than each of the above numbers >4	1/6
	MEASUREMENT  M 2.1 U 2 Use measuring equipment & water to find the volume of objects and record in ml & 1.	
	M 2.1 U 3 Use scales to investigate the different masses of similarly sized objects and record using g & kg.	The second secon
	M 2.3 U 1 Be able to read analogue time	
	M 2.3 U 2 Be able to convert between seconds & minutes and between hou & minutes.	rs
	M 2.3 U 3 Be able to convert between days, weeks & months in a year.	and the second s
	M 2.3 U 4 Understand the effect of the earth & moon's movements on time (seasons, time zones, tides, day length).	
promp	. Give the student a selection of containers, a measuring jug and water and ask them to find the volume of the containers. Accurate to half the gradation on jug. > 2/3	granspoolation; de
2	Give the students a selection of objects and scales and ask them to weigh them accurate half the gradation on the scales. Some objects should be weighed in kg, and some in g.	8

3 Show the student an analogue clock (or diagram) and ask them what time is shown.

	They should include times such as "10 past" "5 to"		
Sods	Ask the student to do some conversions eg		
	<ul> <li>90 seconds = ? minutes</li> <li>2 minutes = ? seconds</li> <li>240 minutes = ? hours</li> <li>3 hours = ? minutes</li> </ul>	>3/4	
Э.	Ask the student to do some conversions eg		
	<ul> <li>14 days = ? weeks</li> <li>3 weeks = ? days</li> <li>24 months = ? years</li> </ul>	>3/4	
6.	Ask the student to write an explanation using diagrams if they wish to explain  • seasons,  • time zones,  • tides,  • day length	> 3/4	January Januar
,	NUMBER UNIT 2		
	N 2.2 U 3 Know groupings with 10  N 2.4 U 1 Solve addition or subtraction problems using part-whole s such as doubling, using tidy numbers	strategies	
, mar	Ask the student to answer 10 + 4, 10 + 7, 10 + 9 (should be knowledge, no strangeded)	ategy >2/3	
2.	Give the students various addition problems to solve.  eg 17 + 5 by part whole is 17 + 3 + 2, or 15 + 5 + 2  eg 12 + 13 by doubling is 12 doubled = 24, then + 1 = 25. or 13 doubl  then - 1 = 25  eg 48 + 17 by tidy numbers is 50 + 15 = 65  Give the student various subtraction problems to solve	ed =26,	and the same of th
	eg 23 – 5 by part whole is 23- 3 -2 = 18 eg 33- 16 by doubling is 33 is $16+16+1$ , so answer is $16+1=17$ eg 43 – 19 using tidy numbers, is 43 -20 + 1 = 33 + 1 = 34		graduate manufactural de la companya

#### **NUMBER UNIT 3**

2.

3.

4.

	N 2.2 U 1 Count a set of objects by any appropriate skip counting strategy	PALAMA ATTACAMA AND AND AND AND AND AND AND AND AND AN
	N 2.4 U 2 Solve multiplication or division problems using part-whole strategies such as doubling, using tidy numbers	organizations in the control of the
demonsky	Give the student a set of objects and ask them to count them using a skip counting strategy eg 3,6,9,12. Ask them to count again using a different skip counting strategy.	
2	. Give the student various multiplication problems to solve.  eg 5 x 16 by doubling and halving is 10 x 8  eg 4 x 9 using tidy numbers is 4 x 10 - 4x 1	
	Give the student various division problems to solve eg 36 ÷ 4 by halving/ doubling is eg 36 ÷ 4 by tidy numbers is 40 ÷ 4 - 4÷4 = 10 - 1 =9	
	STATISTICS AND PROBABILITY	
	S 2.2 U 1 Discuss important features of graphs	P. Annium degr
	S 2.2 U 2 Compare their sample with others' and comment on any	-
	similarities / differences.	
	S 2.2 U 3 Identify the most common/popular value	
	S 2.3 U 1 Use materials eg dice find the outcomes of an experiment	
Amand	. The student should be able to identify the important features of graphs, eg the most common category, the least common category, the range, how many categories etc.	
2.	The student should understand that a sample is a selection from a whole population and that samples can be different depending on how/ where collected. They should be able to compare samples. Eg my sample of students chosen from grade 6 are taller than my friends' sample which was chosen from grade 3.	granden or the second of the second or the s
3.	Ask the student find the most common value (MODE) in their information, this could be the most common way of coming to school, the most popular colour, or age group with most students in it.	galang kawang punjang
4.	A dice can be used to demonstrate a real life situation. eg using a dice to find the numbers of boys/ girls in a family of 4 children. As there are 2 possibilities use the odd / even numbers on dice to reflect this. So, if you throw a dice and it is an odd number this represents a girl, and if an even number a boy. Throw the dice 4 times to represent the 4 children in the family.	

### NUMBER UNIT 4

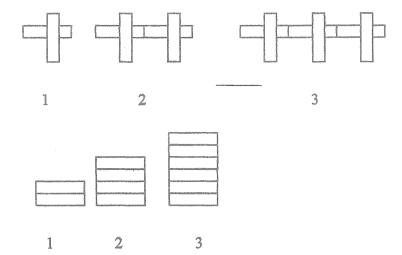
planty in the second se	N 2.5 U 1 Understand that division is the opposite process to multiplication  N 2.5 U 2 Use word problems to illustrate the effect of multiplying and dividing numbers	
je 4	Give the student a multiplication problem such as $6 \times 7 = 42$ , and ask them to use the same numbers in a division problem ( $42 \div 6 = 7$ , or $42 \div 7 = 6$ )	
las a	Ask the student to	
	<ul> <li>give a word problem to illustrate multiplication, eg each packet has 10 biscuits, how many would there be in 5 packets?</li> <li>give a word problem to illustrate division, eg I have 15 sweets to share evenly between 3 people how many does each person get?</li> </ul>	
	NUMBER UNIT 5	
hadepapequaned	N 2.3 U 1 Identify any unit fraction with denominator <10	
Toping transplanta and the femology	N 2.3 U 2 Find the ½,1/3,1/4,1/5 of a set of objects with or without	
	materials using additive strategies  N 2.3 U 3 Order any unit fraction	
and transmission of the state o	N 2.3 U 4 Identify the fraction that a shape has been divided into.	
senound	Show the student a selection of unit fractions ( numerator = 1) an ask them which is 1/8, 1/10 etc >3/4	photographic distribution plants on the control of
2.	Put 15 objects in front of child and ask them what 1/3 of them would be. If they need to they can use the objects to solve it Then ask what 1/5 of them would be. See if they can do it without using the materials first.	
3.	Give the student a selection of cards with unit fractions printed on them and ask them to put them in order from smallest to largest. Once they have done this check that the student knows which is the smallest.	
4.	Show the student a selection of shaded-in shapes and ask them what fractions are shaded in. >2/3	

#### ALGEBRA

A 2.1 U 3	Use calculators to create and investigate patterns in numbers
A 2.2 U 1	Use a graph to model a simple relationship
A 2.3 U 1	Draw a graph of a familiar situation
A 2.3 U 2	Interpret graphs of familiar situations
A 2.4 U 1	Write number sentences using +, -, <, >, and =

- .. Ask the student to use a calculator to create a pattern. eg enter 3+2 and then keep pressing the constant key and this should keep adding 2, 3,5,7,9,..or 1 x 2 and press constant key, 2,4,8,16.... Describe the pattern they have created
- 2. Ask the student to make a linear relationship using sticks or shapes and then use them to make a graph

eg



- 3. Ask the student to draw a graph of a familiar situation, their level of hunger during the day. The axes should be labeled and the line showing relationship should be continuous.
- I. Give the student a graph of a familiar situation, or use another students graph from above and ask them to explain what the graph is showing.
- 5. Ask the student to write 3 number sentences using either + or -. eg 4+3=8-1, 9+6>11+2

#### NUMBER UNIT 6

Commission of the Commission o	N 2.3 U 5 Find the fraction (>1) of a shape N 2.3 U 6 Identify fractions 0-1 on a number line N 2.4 U 2 Solve multiplication or division problems using part-whole strategies such as doubling ,using tidy numbers	
pricessal	Give the student a shape ask them to show $1 \frac{1}{2}$	
	1 $1$ $1$ $2$	grandsprint and constraining of the constraint of the cons
2.	Give the student a $0-1$ number line and ask them to show some fractions eg	
	$\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ on it	
	GEOMETRY	
	G 2.2 U 1 Create a 3 dimensional object using geometrical objects. G 2.2 U 2 Use words such as side, corner and edge to describe 3 dimensional objects	
	G 2.2 U 3 Explain how the view of an object changes as you move around it G 2.4 U 1 Use N, S, E, W and NE, SE, SW and NW to describe direction	
	G 2.4 U 2 Use distance to describe position G 2.4 U 3 Draw and read simple maps using the 4 compass points.	
١.		
2	Using EITHER their object from above or a cube ask them to show what is a side, a corner and an edge > 2/3	
3	Choose an object such as a motorbike, or a piece of playground equipment, and ask the student what it will look like from the opposite side. Then ask them how it would look from all 4 sides.	proposition standards can read of the standa
Υ.	Tell the student which direction is north from eg a tree in the playground. Then ask what direction other places eg principal's office, preschool playground are from that tree.	

.. Using the same activity as above, ask the student to describe the object's distance from

6.	Ask the student to draw a map of the school grounds or playground and mark on the compass points and various objects.	graph AAras (PAA) (PAA) Care of the Care o

# STUDENT PROFILE YEAR 1 MATHEMATICS

TAT																													
Name.	96	0	0	8	6	Ф	8	9	0	9	6	9	÷	9	99	э	6	٥	0	@	Ф	40	0	8	439	9	0	ø	@ Ø

# Number

Learning Outcomes	Achieved
N 1.1 L 1 Identify all of the numerals in the range 0-20	And the second s
N 1.1 L 2 Write the numerals in the range 0-20	
N 1.1 L 3 Order numbers in the range 0-20	
N 1.1 L 4 Say the number before or after a given number in the range 0-20	
N 1.1 L 5 Say the forwards and backwards number word sequences in the range 0-20 with understanding	
N 1.2 L 1 Use one to one counting to form a set of up to 20 objects	
N 1.2 L 2 Count a set of up to 20 objects	
N 1.2 L 3 Know groupings within 5	
N 1.3 L 1 Recognize the symbols for half and quarter.	
N 1.3 L 2 Find halves and quarters of a set of objects of up to 20 objects by equal sharing.	
N 1.3 L 3 Find halves and quarters of a shape by folding or drawing	
N 1.4 L 1 Solve simple addition problems to 20 by counting all the objects	
N 1.4 L 2 Solve simple subtraction problems from 20 by counting all the objects	
N 1.5 L 1 Know that adding whole numbers increases a value	y y maran manani (16 million) (
N 1.5 L 2 Know that subtracting whole numbers decreases a value	
N 1.5 L 3 Use materials or pictures to illustrate simple addition or subtraction problems	

# Measurement

M 1.1 L1 Measure lengths by counting non standard units using	
body measurements e.g. handspans, feet.	prediction in an artistic for the state of t
M 1.2 L 1 Compare lengths using appropriate units & language e.g.	
wider	nický independent
M 1.4 L 1 Describe time using everyday language e.g. bed time,	
lunch time, home time, days of the week & before &	ANTARA PARA ANTONIO
after.	

### STATISTICS AND PROBABILITY

S 1.1 L 1 Choose a set of objects eg leaves and sort according to a	
characteristic	
S 1.1 L 2 Display their sorted objects in an organized way	
S 1.1 L 3 Describe aspects of their collection	

# ALGEBRA

	A1.1 L 1 Use sticks or other materials to make simple patterns	
	A1.1 L 2 Describe their pattern using words such as "more than" or	
-	"less than"	et indiana

G 1.1 U 1 Name circles, squares triangles, pentagons, hexagons and
ovals
G 1.1 U 2 Sort shapes into circles, squares, triangles, pentagons and
hexagons
G 1.1 U 3 Use the words straight, curved and pointed to describe
shapes
G 1.3 L 1 Use the words on, above, under and between to describe
the relative position of objects.
G 1.3 L 2 Place familiar objects on, above, under and between other
objects
G 1.3 L 3 Follow part of a sequence of instructions relative to their
position

# STUDENT PROFILE YEAR 2 MATHEMATICS

Name.	0.0	 et se	a	en .	9.0			0	æ	n	es.	n	6	a :	8 1	b 6	 65	a	a	۵	m	ib	en e	
The American district	0 0	20		Ψ,	0.0	w	40	w	-	w	0	w	we	~		, ,	 -	-	~	-	~			, 40

# Number

Learning Outcomes	Achieved
N 1.1 L 1 Identify all of the numerals in the range 0-20	
N 1.1 L 2 Write the numerals in the range 0-20	
N 1.1 L 3 Order numbers in the range 0-20	B control of the cont
N 1.1 L 4 Say the number before or after a given number in the	
range 0-20	Salahanan (Silahanan Salahanan Salahan Salah
N 1.1 L 5 Say the forwards and backwards number word sequences	
in the range 0-20 with understanding	A CARLO CARL
N 1.1 U 1 Identify the numerals in the range 0-50.	
N 1.1 U 2 Write the numerals in the range 0-50	
N 1.1 U 3 Order numbers in the range 0	
N 1.1 U 4 Name the number before or after a given number in the	
range 0-50	
N 1.1 U 5 Say the forwards and backwards number word sequences	
in the range 0-50 with understanding	
N 1.2 U 1 Use any counting strategy to form a set of up to 50	
objects.	
N 1.2 U 2 Count a set of up to 50 objects	
N 1.2 U 3 Know groupings with 5	
N 1.3 L 1 Recognize the symbols for half and quarter.	
N 1.3 L 2 Find halves and quarters of a set of objects of up to 20	
objects by equal sharing.	
N 1.3 L 3 Find halves and quarters of a shape by folding or drawing	
N 1.3 U 1 Recognize and write the symbols for half and quarter.	
N 1.3 U 2 Find halves and quarters of a set of objects to 50 using	
materials N. 1. 2. U. 2. Find holyes or querters of a shape	in the second se
N 1.3 U 3 Find halves or quarters of a shape N 1.4 U 1 Solve simple addition problems to 50 by counting all the	no Andreas
objects in their head (by imaging)	
N 1.4 U 2 Solve simple subtraction problems from 50 by counting	
all the objects in their head (by imaging)	To the state of th
MIT OTTA AND ASSA TIT OTTATT TRANSPORT AND INTERPORTABLE	

M 1.1 U 1 Measure length, mass & volume using non body	
measurements e.g. string, books, cups.	on the state of th
M 1.2 U 1 Compare mass & volume using appropriate units &	To the same of the
language e.g. heavier, lighter, bigger, smaller.	STATE OF THE STATE
M 1.3 L 1 Identify coins used in the Cook Islands.	
M 1.3 L 2 Know the comparative value of coins used.	
	And delicated and the second and the

### STATISTICS AND PROBABILITY

S 1.1 U 1 Choose a set of objects eg leaves and sort according to a	
specified characteristic	
S 1.1 U 2 Display their sorted objects in a graphical form	
S 1.1 U 3 Describe comparative aspects of their collection	
S 1.2 L 1 Use words such as never, always, might in an appropriate	
context	

#### ALGEBRA

A1.1 L3 Demonstrate relationships such as "more than" or "less	
than" using materials	
A1.2 L1 Demonstrate simple operations involving =, "is the same	
as" using concrete materials, Eg $3 + 2 = 4 + 1$	

G 1.2 L 1 Use a simple shape template and translation to make a	1
pattern.	ej a-medija.
G 1.2 L 2 Describe the pattern they have created	
G 1.3 U 1 Use the words behind, in front of, outside and inside to	nement of the second
describe the relative position of objects.	
G 1.3 U 2 Place familiar objects behind, in front of, outside and	
inside other objects	and organization of the control of t
G 1.3 U 3 Follow a sequence of instructions relating to position and	
movement.	
G 1.4 L 1 Rotate themselves through half a turn	
G 1.4 L 2 Rotate an object through half a turn	

### STUDENT PROFILE YEAR 3 MATHEMATICS

TAT																														
Name.	0	0	0	0	8	0	8	8	0	0	6	0	0	0	9	0	8	9	ø	ø	6	0	9	0	0	¢	8	Ø	6	00

#### NUMBER

Learning Outcomes	Achieved
N 1.1 U 1 Identify the numerals in the range 0-50	
N 1.1 U 2 Write the numerals in the range 0-50	
N 1.1 U 3 Order numbers in the range 0-50	
N 1.1 U 4 Name the number before or after a given number in the range 0-50	
N 1.1 U 5 Say the forwards and backwards number word sequences in the range 0-50 with understanding	
N 1.2 U 1 Use any counting strategy to form a set of up to 50 objects.	
N 1.2 U 2 Count a set of up to 50 objects	900000
N 1.3 U 1 Recognize and write the symbols for half and quarter.	
N 1.3 U 2 Find halves and quarters of a set of objects to 50 using materials	reference to the second
N 1.3 U 3 Find halves or quarters of a shape	
N 1.4 U 1 Solve simple addition problems to 50 by counting all the objects in their head (by imaging)	
N 1.4 U 2 Solve simple subtraction problems from 50 by counting all the objects in their head (by imaging)	
N 1.5 U 1 Understand that subtraction is the opposite process to addition	To the state of th
N 1.5 U 2 Show that subtraction can be done by "counting on"	
N 1.5 U 3 Use a word problem to illustrate simple addition and subtraction problems	

#### **MEASUREMENT**

	disconsistent and a second and
M 1.3 U 1Know the value of coins & notes up to \$20.	
M 1.3 U 2 Read straight forward prices.	
M 1.3 U 3 Know the value of common items e.g. packet of chips,	
can drink.	
M 1.4 U 1 Read clock times (to hours & half hours).	ESSORMANIA PARAME

### STATISTICS AND PROBABILITY

	The second of th
S 1.2 U 1 Use words such as, impossible, possible, very likely or	Maria de la companya del companya de la companya de la companya del companya de la companya de l
	20.00
certain to describe familiar events.	277460
S 1.2 U 2 Rank familiar events in order of their probability of	The state of the s
5 1.2 6 2 Maint familiar events in order of their provability of	operation and the state of the
Acceptance	Andrew Property Control of the Contr
occurring.	

### ALGEBRA

A1.1 U 1 Describe and continue simple repeating and sequential	
patterns	
A1.1 U 2 Illustrate and discuss relationships using pictures and	
arrows	
A 1.2 U 1 Using materials or stories write and explain number	
sentences using =	

G 1.1 U 1 Name circles, squares triangles, pentagons, hexagons and ovals	
G 1.1 U 2 Sort shapes into circles, squares, triangles, pentagons and hexagons	
G 1.1 U 3 Use the words straight, curved and pointed to describe shapes	
G 1.2 U 1 Make a template of a shape and use translation and/ or rotation to create a pattern	
G 1.4 U 1 Rotate themselves through a half or quarter turn and describe their change in view	
G 1.4 U 2 Rotate a shape or object through a half or quarter turn, and describe the change of view.	

# STUDENT PROFILE YEAR 4 MATHEMATICS

10. T																														
OF THE PARTY																														
Name.	6 6	9	0	8	0	9	0	0	6	0	8	6	6	0	6	8	ø	85	0	0	e	6	邻	8	0	Ø.	63	6	9.5	
																		-									-	-		

# NUMBER

Learning Outcomes	Achieved
N 2.1 L 1 Identify all of the numerals in the range 0 - 100	
N 2.1 L 2 Write the numerals in the range 0- 100	The state of the s
N 2.1 L 3 Order numbers in the range 0-100	
N 2.1 L 4 Name the number before or after a given number in the range 0	
N 2.1 L 5 Say the forwards and backwards number word sequence in the range 0	
N 2.1 L 6 Write a numeral up to 100 in words	
N 2.2 L 1 Count a set of objects by skip counting in 2's or 5's.	
N 2.2 L 2 Compare the size of sets of even objects	
N 2.2 L 3 Know groupings within 10	
N 2.3 L 1 Identify the symbols for ½, 1/3, ¼, 1/5	
N 2.3 L 2 Find ½, 1/3, ¼, 1/5 of a set of objects using materials	
N 2.3 L 3 Order the unit fractions ½, 1/3, ¼,1/5,	
N 2.3 L 4 Find the fraction of a shape by folding or cutting	
N 2.4 L 1 Solve addition problems by counting on from the larger	
number	
N 2.4 L 2 Solve subtraction problems by counting on	
N 2.5 L 1 Develop an understanding of the patterns in multiplication.	

M 2.1 L 1 Use rulers to find the length of objects and record in cm	gegradus, que acopaque en en ha se se se ligitado que de que para de alcalidades de en en el 15 de de 10 e en e
or m.	
M 2.3 L 1 Be able to read digital time.	
M 2.2 L 1 Use notes & coins to "purchase" objects.	
M 2.2 L 2 Use different combinations of coins & notes to make an	
amount.	

### STATISTICS AND PROBABILITY

S 2.1 L 1 Use tally charts to record information	
S 2.1 L 2 Use pictographs or bar charts to illustrate their findings.	O CONTRACTOR OF THE CONTRACTOR
S 2.2 L 1 Discuss aspects of their graphs	
S 2.2 L 2 Understand that their collection represents a sample of the	A CONTRACTOR OF THE CONTRACTOR
population	

### ALGEBRA

A 2.1 L 1 Continue a simple linear relationship	
A 2.1 L 2 Use a rule in words to describe a linear relationship	And the second s
eg. 2,4,6,8 eg 10,9,8,7	Absolution and the second seco
A 2.1 L 3 Explore patterns such as 3->1, 4->2, 5->3	They are the suitable that the frequency is seen in the susual and they are the first the first the seen and the suitable that the first the seen and the susual and the seen
A 2.3 L 1 Interpret a graph of a familiar relationship such as hunger	
during the day,	-

G 2.1 L 1 Describe circles, ovals, squares, rectangles, triangles, pentagons and hexagons.	
G 2.1 L 2 Use the terms curved, straight and the number of sides to classify shapes.	
G 2.3 L 1 Use reflection and/or translation of a shape to create a pattern.	
G 2.3 L 2 Be able to identify the symmetry of a pattern	
G 2.4 L 1 Use the words further, closer and beside to describe the relative positions of objects.	
G 2.4 L 2 Make clockwise and anticlockwise turns	

# STUDENT PROFILE YEAR 5 MATHEMATICS

10. 17																												
Name.	<b>3</b> 6	. 6	8 6	6	69	Ф	0	8	6	9	9	s	0	8	ø	0	ø	9	9	9	9	0	8	9	ø	0	Ф	6 9

#### NUMBER

Learning Outcomes	Achieved
N 2.1 L 5 Say the forwards and backwards number word sequence in the range 0	
N 2.1 U 3 Order a numbers in the range 0-1000	
N 2.1 U 4 Write a numeral up to 1000 in words	
N 2.1 U 5 Say the number 1, or 10 more or less than a given number up to 1000	
N 2.2 L 2 Compare the size of sets of even objects	
N 2.2 L 3 Know groupings within 10	
N 2.2 U 1 Count a set of objects by any appropriate skip counting strategy	
N 2.2 U 2 Compare the size of sets of objects that they have counted	
N 2.3 L 1 Identify the symbols for ½	
N 2.3 L 4 Find the fraction of a shape by folding or cutting	
N 2.3 U 1 Identify any unit fraction with denominator <10	
N 2.3 U 2 Find the ½,1/3,1/4,1/5 of a set of objects with or without materials using additive strategies	
N 2.4 L 3 Solve simple multiplication/ division problems by skip counting	
N 2.4 U 1 Solve addition or subtraction problems using part-whole strategies such as doubling, using tidy numbers	
N 2.5 L 1 Develop an understanding of the patterns in multiplication.	
N 2.5 L 2 Use word problems to illustrate the concept of multiplying numbers	

M 2.1 U 1 Use rulers and other equipment to find the length of	
objects and record in mm	
M 2.1 L 2 Use simple scales to find the mass of objects.	
M 2.2 U 1 Use notes & coins to model transactions up to \$100 and	No. Control of the Co
giving change	
M 2.2 U 2 Find the total cost of up to 3 items.	II epiphisimmarkii
M 2.3 L 2 Be able to read the hours, half hours & quarter hours of	and and a second a
analogue time.	
M 2.3 L 3 To know the hours of the day, seasons & months of the	
year.	

# STATISTICS AND PROBABILITY

S 2.2 L 3 Compare in simple terms the ranges of different	
distributions	
S 2.3 L 1 Rank events in order of the probability of their occurring	
S 2.1 U 1 Use tally charts and frequency tables to record	
information	de constant de
S 2.1 U 2 Use bar charts to illustrate their findings.	

#### ALGEBRA

A 2.2 L 1 Use a pictograph to model a simple linear relationship	
A 2.4 L 1 Demonstrate different ways of using number sentences	
using <,>, and =	!
A 2.1 U 1 Continue a simple nonlinear relationship such 2, 4, 8 or	
1,2,3,5,8 etc	
A 2.1.U 2 Use a rule in words to describe a simple non-linear	, 1
relationship	
A 2.1 U 4 Investigate patterns in everyday use such as calendars etc	

G 2.1 U 1 Use geometrical terms to classify circles	
G 2.2 L 1 Create a 3 dimensional object using familiar objects.	
G 2.2 L 2 Use words such as higher, wider	
G 2.2 L 3 Explain how the view from the opposite side of an object	
is different	
G 2.3 U 1 Use reflection, translation and/or rotation to create a	PROGRAMMA AND AND AND AND AND AND AND AND AND AN
pattern.	
G 2.3 U 2 Be able to describe the symmetry (ies) of their pattern	
G 2.4 L 3 Draw and discuss simple picture maps	

# SLODENT PROFILE YEAR 6 MATHEMATICS

#### NAMBEB

	CIQUIDIT SITINI IN NID	
ormanic consequent	and dividing numbers	- A C DESCRIPT & TOP
	Use word problems to illustrate the effect of multiplying	125V
W Your Account	multiplication	
	or sesond that division is the opposite process to	N 2.5 L
. Hyproduction of the state of	whole strategies such as doubling, using tidy numbers	
and the state of t	12 Solve multiplication or division problems using part-	N 2.4 f
	strategies such as doubling, using tidy numbers	
	I Solve addition or subtraction problems using part-whole	N 2.4 (
	o Identify fractions 0-1 on a number line	N 2.3 L
	5 Find the fraction (>1) of a shape	N 2,3 L
	14 Identify the fraction that a shape has been divided into.	N 2.3 L
8	netional fraction of the Property of Table 1	NS31
St.	zə gətrif əyitibbs garan əlemətem tuodiny	*
	J 2 Find the 1/2, 1/3, 1/4, 1/5 of a set of objects with or	N 2.3 L
	I I dentify any unit fraction with denominator <10	
	01 diw agniquorg won 8 U	N 2.2 L
	strategy	
	I Count a set of objects by any appropriate skip counting	N 2.2 L
	number up to 1000	
and the second	5 Say the number 1, or 10 more or less than a given	N 2.1 L
	sbrow ni 0001 ot qu leramun e stirW 4 U	N 2.1 C
		N 2.1 E
0.00	Virte the numerals in the range 0-1000	11.2N
	1 I dentify the numerals in the range 0-1000	
Achieved	ng Outcomes	Learni

		-
M 2.1 U 2	Use measuring equipment & water to find the volume of	
- Control of the Cont	objects and record in ml & 1.	
M 2.1 U 3	Use scales to investigate the different masses of	and all all all all all all all all all al
	similarly sized objects and record using g & kg.	The state of the s
M 2.3 U 1	Be able to read analogue time	
M 2.3 U 2	Be able to convert between seconds & minutes and	
en elektriken el	between hours & minutes.	
M 2.3 U 3	Be able to convert between days, weeks & months in a	
us, van en	year.	digital distriction of the state of the stat
M 2.3 U 4	Understand the effect of the earth & moon's movements	
	on time (seasons, time zones, tides, day length).	The state of the s

#### STATISTICS AND PROBABILITY

S 2.2 U 1	Discuss important features of graphs	
S 2.2 U 2	Compare their sample with others' and comment on any	And a second sec
	similarities / differences.	District Control of the Control of t
S 2.2 U 3	Identify the most common/ popular value	- CLOUDE
S 2.3 U 1	Use materials eg dice find the outcomes of an experiment	

#### ALGEBRA

A 2.1 U 3	Use calculators to create and investigate patterns in	garent den hag de la completion au part de 182 de 183 de 1
	numbers	
A 2.2 U 1	Use a graph to model a simple relationship	
A 2.3 U 1	Draw a graph of a familiar situation	
A 2.3 U 2	Interpret graphs of familiar situations	
A 2.4 U 1	Write number sentences using +, -, <, >, and =	And the Control of th

G 2.2 U 1 Create a 3 dimensional object using geometrical objects.	
G 2.2 U 2 Use words such as side, corner and edge to describe 3	
dimensional objects	
G 2.2 U 3 Explain how the view of an object changes as you move	
around it	Education of the state of the s
G 2.4 U 1 Use N, S, E, W and NE, SE, SW and NW to describe	
direction	and the second s
G 2.4 U 2 Use distance to describe position	
G 2.4 U 3 Draw and read simple maps using the 4 compass points.	