



## Using Maths Aotearoa to support the implementation of the October 2025 New Zealand Maths Curriculum

While the curriculum statements are the knowledge students need to acquire, the mathematical processes are the ways in which the knowledge is taught. Activities within Maths Aotearoa provide the opportunities for: Investigating situations, representing situations, connecting situations, generalising findings, exploring and justifying findings.

### During the Six Months

#### Maths Aotearoa Book 1A

##### Unit 1 Making Sense of Small Numbers

###### Element 3

- Say the number words in sequence in English and in Te Reo
- Count objects in a sequence

###### Element 4

- Make a set of objects using one to one counting (to at least a set of 6)
- Students will be able to match the correct numeral to a set of objects up to at least 6

###### Element 6

- Describe the position of a number in relation to another number
- Give the number before and after a given number in the range 1 – 6
- Give the number between two numbers in the range 1 – 6

##### Unit 2: Exploring Numbers to 10

###### Element 1

- Make a set of objects using one to one counting (to at least a set of 10)
- Match the correct numeral to a set of objects up to at least 10
- Understand zero as an empty set
- Recognise finger patterns
- Write numerals 0 to 10

###### Element 2

- Describe the position of a number in relation to another number
- Give the number before and after a given number in the range 0 – 10
- Give the number between two numbers in the range 0 – 10
- Count forwards and backwards in the range 0 - 10

##### Unit 4 Combining Grouping and Sharing

###### Element 1

- Read and write numbers to 20
- Sequence and order numbers to 20
- Reliably count a set of objects up to 20

#### Knowledge: The facts, concepts, principles and theories to teach

##### Number Structures

- The whole numbers from 0 to 20 form a sequence.
- Each whole number has a unique name and numeral.
- The names of numbers between 13 and 19 use the ‘-teen’ suffix.
- Numbers in counting order are ordered from smallest to largest.
- Numbers can be placed on a number line to show order and magnitude.
- Numbers can be used to represent ordinal position in sequences (e.g. 1st, 2nd, 3rd).
- Small collections can be recognised without counting.
- When counting collections, each object is counted once and only once (the one-to-one principle).
- The last number counted is the number of objects in the collection (the cardinality principle).

<p><b>Unit 2: Exploring Numbers to 10</b></p> <p><b>Element 3</b></p> <ul style="list-style-type: none"> <li>• Partition a set of objects into two or more smaller sets of objects.</li> <li>• Notice patterns in teacher modelled recording of partitions.</li> <li>• Combine two or more sets Partition numbers 2, 3 4 and 5 into two groups and recall all possible pairings.</li> <li>• Recognise these are the only possible pairs for these numbers.</li> </ul> <p><b>Element 4</b></p> <ul style="list-style-type: none"> <li>• Recall all possible pairings to 5</li> </ul>	<p><b>Number Operations</b></p> <ul style="list-style-type: none"> <li>• Addition is putting parts together to find a total or whole.</li> <li>• Subtraction is separating a number into two or more parts or finding the difference between two numbers.</li> </ul>
<p><b>Unit 1: Making Sense of Small Numbers</b></p> <p><b>Element 3 Counting Sequencing and patterning</b></p> <ul style="list-style-type: none"> <li>• Copy a simple repeating pattern</li> <li>• Create a simple repeating pattern</li> </ul>	<p><b>Algebra</b></p> <p><b>Algebra: Equations and Relationships</b></p> <ul style="list-style-type: none"> <li>• Patterns are made up of elements (including numeric or spatial elements) in a sequence governed by a rule, and they arise in a range of situations (e.g. cultural patterns, patterns in the local environment, patterns on everyday objects).</li> <li>• Ordinal numbers (e.g. 1st, 2nd, 3rd) can be used to describe the elements in a sequence.</li> <li>• Repeating patterns have a repeating group of elements called the unit of repeat.</li> <li>• A missing element can be predicted from other elements in the pattern.</li> </ul>
<p><b>Unit 3: Combining Comparing and Ordering</b></p> <p><b>Element 2 - Attributes of Measure</b></p> <ul style="list-style-type: none"> <li>• Identify an attribute to measure</li> <li>• Use language of measurement in everyday activities</li> <li>• Name and order the days of the week</li> </ul> <p><b>Element 3 Comparing Measures</b></p> <ul style="list-style-type: none"> <li>• Directly compare objects within a specific measurement attribute using the appropriate language of measure</li> <li>• Order objects with a specific measurement attribute</li> </ul>	<p><b>Measuring</b></p> <ul style="list-style-type: none"> <li>• Length is the distance between two points.</li> <li>• Weight is how heavy something feels.</li> <li>• Capacity is the maximum amount of liquid a container can hold.</li> </ul> <p><b>This content is to be taught across all of the first year.</b></p> <ul style="list-style-type: none"> <li>• The weekdays are Monday through Friday.</li> <li>• The weekend consists of the days Saturday and Sunday</li> </ul>
<p><b>Units 1 Making Sense of Small Numbers</b></p> <p><b>Element 2 Working with Shapes</b></p> <ul style="list-style-type: none"> <li>• Identify circle, square, rectangle (oblong) and triangle in their 3D world</li> <li>• Describe what they can see with increasing geometric language</li> </ul> <p><b>Element 5 Describing Position</b></p> <ul style="list-style-type: none"> <li>• describe their position in relation to another person or object</li> <li>• use positional language in everyday situation.</li> </ul>	<p><b>Geometry</b></p> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>• 2D shapes have attributes such as size, colour, sides, angles, and corners that can be observed and described using geometric language.</li> <li>• Shapes have the same name despite their colour or size.</li> </ul> <p><b>Pathways</b></p> <ul style="list-style-type: none"> <li>• Spatial language can be used for giving and following instructions (e.g. near, far, next to, beside, on top, under, over, down, up, left, right, turn).</li> </ul>