WHAKATANE INTERMEDIATE SCHOOL

MATHEMATICS CURRICULUM

LEVEL 2

NUMBER AND ALGEBRA

Number strategies

- Use simple additive strategies with whole numbers and fractions.

Number knowledge

- Know forward and backward counting sequences with whole numbers to at least 1000.
- Know the basic addition and subtraction facts.
- Know how many ones, tens, and hundreds are in whole numbers to at least 1000.
- Know simple fractions in everyday use.

Equations and expressions

- Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

Patterns and relationships

- Generalise that whole numbers can be partitioned in many ways.
- Find rules for the next member in a sequential pattern.

GEOMETRY AND MEASUREMENT

Measurement

- Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.
- Partition and/or combine like measures and communicate them, using numbers and units.

Shape

- Sort objects by their spatial features, with justification.
- Identify and describe the plane shapes found in objects.

Position and orientation

- Create and use simple maps to show position and direction.
- Describe different views and pathways from locations on a map.

Transformation

- Predict and communicate the results of translations, reflections, and rotations on plane shapes.

STATISTICS

Statistical investigation

- Conduct investigations using the statistical enquiry cycle:
- posing and answering questions
- gathering, sorting, and displaying category and whole-number data
- communicating findings based on the data.

Statistical literacy

- Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.

Probability

- Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty.

END OF YEAR 6

Number and algebra

In contexts that require them to solve problems or model situations, students will be able to:

- apply additive and simple multiplicative strategies flexibly to:
  - combine or partition whole numbers, including performing mixed operations and using addition and subtraction as inverse operations
  - find fractions of sets, shapes, and quantities
- determine members of sequential patterns, given their ordinal positions
  - describe spatial and number patterns, using:
  - tables and graphs
  - rules that involve spatial features, repeated addition or subtraction, and simple multiplication.

Geometry and Measurement

In contexts that require them to solve problems or model situations, students will be able to:

- measure time and the attributes of objects, choosing appropriate standard units
- use arrays to find the areas of rectangles and the volumes of cuboids, given whole-number dimensions
- sort two- and three-dimensional shapes (including prisms), considering given properties simultaneously and justifying the decisions made
- represent and describe the results of reflection, rotation, and translation on shapes or patterns
- identify nets for rectangular prisms
- draw or make objects, given their plan, front, and side views
- describe locations and give directions, using grid references, turns, and points of the compass.

Statistics

In contexts that require them to solve problems or model situations, students will be able to:

- investigate summary and comparison questions by using the statistical enquiry cycle:
  - gather or access multivariate category and whole-number data
  - sort data into categories or intervals, display it in different ways, and identify patterns interpret results in context, accepting that samples vary

  order the likelihoods of outcomes for situations involving chance, considering experimental results and models of all possible outcomes.

Key Competencies

Thinking	Using language, symbols, and texts	Managing Self	Relating to others	Participating and contributing
•	•	• Brainstorming • Completing all set tasks • Working to time frames • Working independently	•	•

Review Date: June 2014