NZ CURRICULUM LEVELS FOR MATHEMATICS: ALL STRANDS

(**Team Solutions** -ORIGINAL DOCUMENT COURTESY OF DEB GIBBS)

NZ Curric	NumP	Statistics	Measurement	Geometry	Algebra
Level 1	**Stage 0** ○ Identify numbers up to 10 at least	Classify events as: ○ certain ○ possible ○ impossible	○ Read time to the hour ○ Order and compare lengths, masses and volumes	○ Sort and classify objects	○ Make, describe & continue repeating patterns ○ Talk about relationships
Level 1	**Stage 1** ○ Identify numbers up to 10 at least			○ Identify & describe shapes ○ Sorting, classifying & comparing shapes & objects ○ Follow instructions relating to movement & position ○ Create & discuss symmetrical & repeating patterns ○ ¼ and ½ turns with objects	○ Make, describe & continue sequential & repeating patterns ○ Write number sentences using = ○ Illustrate and talk about relationships
Level 1	**Stage 2** ○ Identify numbers up to 20		○ Read time to the hour ○ Measure by counting non-standard units		
Level 1	**Stage 3** ○ Identify numbers up to 20				
Level 1 **(After 2 yrs at school)**	**Stage 4** ○ Can read unit fractions ○ Identify numbers up to 100		○ Read time to half hour ○ Measure by counting non-standard units		
Level 2 **(By the end of Year 4)**	**Stage 5** ○ Order unit fractions ○ Knows tenths as a counting unit ○ Identify numbers up to 1000	Order events on a scale from: ○ least likely to… ○ most likely	○ Measure using standard (m, cm, kg, g, l, ml) and non-standard units ○ Represent sums of money in different ways ○ Give change ○ Read time to minutes	○ Make, name and describe shapes & objects ○ Give & follow instructions using clockwise, left, NSEW etc. ○ Translations, rotational and reflective symmetry	○ Continue a sequential pattern & describe a rule for this ○ Use graphs to illustrate relationships ○ Use + < >

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Level 3 **(By the end of Year 6)**	**Stage 6** ○ Know $^{8}/_{6} = 1^{2}/_{6}$ ○ Connect tenths & ones e.g. 4.8 plus $^{3}/_{10}$ ○ Identify decimals to 3 dp ○ Identify decimals up to 1 000 000	○ Use a systematic approach to count a set of outcomes ○ Predict the likelihood of outcomes on the basis of a set of observations	○ Estimate and measure to 2dp ○ Use a range of scales ○ Show analogue time as digital and vice versa	○ Describe 2 & 3D objects ○ Design and make containers ○ Draw 3D objects ○ Describe & make patterns with reflection, rotation & translation ○ Enlarge shapes using scale	○ Describe in words rules for continuing number & spatial patterns ○ Use graphs to represent number or informal relations ○ Solve problems of the type: ? + 15 = 39
Level 3-4 **(By the end of Year 8)**	**Stage 7** ○ Find equivalent fractions ○ Order decimals to 3 dp	○ Estimate the relative frequency of events and mark on a scale (9/10, 90%) ○ Use tree diagrams	○ Constructing and reading timetables, charts and scales to nearest gradation ○ Measuring perimeters, areas and volumes ○ Reading and interpreting 24 hour clock	○ Use drawing instruments ○ Design & make a simple net ○ Draw objects made from cubes i.e. views ○ Specify location using bearings and grid references ○ Enlarge and reduce shapes ○ Describe reflection or rotational symmetry of objects	○ Find a rule to describe any member in a number sequence ○ Use a rule to make a prediction ○ Sketch & interpret graphs on whole number grids which represent everyday situations ○ Solve linear equations e.g. 2x? + 4 = 16
Level 4-5 **(By the end of Year 10)**	**Stage 8** ○ Order fractions with unlike denominators ○ Know hundredths in decimals ○ Order fractions, decimals and percentages	○ Determine the theoretical probability of outcomes ○ Predict outcomes, test and explain results	○ Design and use models to solve a variety of measuring problems ○ Interpret and use information about rates	○ Explore properties of polygons, relationships between angles ○ Draw 3D objects using isometric paper ○ Use and interpret vectors	○ Find a rule for the general term ○ Generate a pattern from a rule ○ Sketch & interpret graphs ○ Solve linear equations, simplify algebraic fractions ○ Factorize & expand algebraic expressions