Mathematics and Statistics for Aotearoa New Zealand

Your differentiation solution for Years 0-8





Mathematics and Statistics for Aotearoa New Zealand at a glance

Curriculum Alignment

This series is fully alligned with the Te Mātaiaho New Zealand Curriculum (Mathematics and Statistics).

Teaching and Learning Approach

This series offers pre- and post-tests for every topic (Years 1-8) to address students at their point of need. This differentiated approach offers multiple pathways for students at different levels of ability. The teaching approach includes:

- Explicit and intentional instruction
- Hands-on activities
- Small-group and whole-class tasks
- Practice exercises
- Open-ended problem-solving opportunities

Learning Outcomes

The balanced approach helps students make connections with mathematics and statistics in the real world and encourages higher-order thinking and reasoning.

Student Materials

- Student Workbooks
- Student Dashboards

Teacher Dashboards

The Teacher Dashboards provide online access to a wealth of resources and support material for Years 0 to 8, including:

Teaching resources

- Lesson plans for every topic
- Interactive teaching tools to introduce concepts
- Blackline masters, activity sheets, mastery tasks
- Support and extension activities

Planning and assessment tools

- Curricula and planning documents
- Pre- and post-tests
- Answers

Reports

 Student and class reports for pre- and post-tests

Teaching Sequence for Mathematics and Statistics for Aotearoa New Zealand

Plan

Use the program planning resources, including lesson plans, to support your implementation of the Te Mātaiaho Mathematics and Statistics curriculum.

Introduce

Introduce the new topic, confirm the lesson intention and success criteria to the whole class and then lead the daily practice activity warm-up.

Assess and identify

Students complete the topic pre-test to quickly identify their current level of understanding. Results are delivered to the Teacher Dashboard, including suggested learning pathway for each student. Use this and your observations to identify student groups for the topic (below, on or above level).

Teach

Use the lesson plan to implement topic teaching, including whole class explicit and intentional teaching, daily practice, guided, independent and extended practice activities.

Assess the result

Students complete the topic post-test to measure individual growth and areas of need. Results are provided on the Teacher Dashboard to assist in planning next teaching steps.

Implementing the Teaching Sequence for Mathematics and Statistics for Aotearoa New Zealand

Planning resources

Curriculum guides, learning sequence documents and lesson plans are available on your Teacher Dashboard to aid in planning across the year.

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Introduce resources

The lesson plan gives you everything you need to introduce the new topic, confirm the learning intention and success criteria with the whole class and then lead the daily practice warm-up activity.



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Assess and identify resources

Access the topic pre-test via your Teacher Dashboard, then assign the pre-test to your students on their Student Dashboards.



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Teach resources

An abundance of lesson resources are available for each topic, including guided, independent and extended practice activities in student workbooks, interactive topic introductions, blackline masters, activity sheets, and mastery tasks.



Assess the result resources

Assign the post-test to students in their Student Dashboards. Built-in reporting functionality makes it easy to view and analyse student progress and plan next steps teaching.



Using the resources



OXFORD

Educators can use the curriculum planners and term planners to prepare the year's work. They can then choose and prepare activities to effectively support student learning at their point of need, by accessing lesson plans, learning support and teaching resources on the **Teacher Dashboards**.

Students can be assigned topic-based guided, independent or extended practice activities in the **Student Workbooks** and additional opportunities for practice on the **Student Dashboards**.

Curriculum Planners

		Raw Sandard Continuing
Numbers I'm 10	Explore, recent and interpret summals to Transf coart in sequence	Meeting, many and write which scatters up to a loss of positive H and Meyer's PL forwards and fundaments, from any fundame
Counting to 18	Court analiculectors of tens and write and represent numbers to 10	sheld's real and arts which contains up to at least 10
How many?	Gount, compare and record quantities to 10	compare and other which regulates up to at least \overline{u} and which conducts ($\mathrm{Met}_{u},\mathrm{Met}_{u},\mathrm{Met}_{u}$ and possible
Roders atheat carring	Match-quantities with summits using subtaining	schlitter intersprinte instantighter namber of algeres is a prograf up to 3 mobile intersprinte instantighter mobiler of algeres is a group of up to Multperin, including contineing two partners of 2-fullypein
Comparing numbers	Explore the concepts of more, beau and serve by comparing analy questions	compare and in the whole surfaces of it is been \$1 and in the bard of a data that, but, but, and provide
Ordeal surfaces	Read, series and interpret animal mathems to 100	compare and a fact which resultant up to at least ${\bf R}$ and initial scatters (for , led, led, led, unique th
Numbers Wite 25	Explore, recent an interpret numerals from 12 to 21 and scant in sequence	country Tried Served In 25 America and Inchances, New my senter country. 20 or Served In 105, America and Inchances In 1, 1, 5, and The Served America Scientify, read, and write which markets: up is a there 29
See susters	Court, company, order and record spantition to 20	template and represent the ten and ones situation of the been involves $17\cdot 10$, where $\beta_{\rm c}$ read, and write whole numbers up to at least 21
Nor has ad inscho	Gaart and receiv numbers neve and beaches a given gamting to 20	country 11 or 2 seyond to 22 browship and backness, but any hoston resource 20 or 2 seyond to 100, forwards and incidenteds in to 5, 5, 4 of 10, forwards and incidented in the 5, 5 of 10, for 10, forwards and incidented and and and on the for the 1, 5 of 1, and point or transmiss with offices.
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Term Planners

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1 Suggested Term Planner

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	Umicer Sture	1. Numbers 0 10 10	Explore, record and interpret numeros to 10 and count in sequence	2.5
	Qeoro	2. Soring	Sort objects and shapes into groups with a common feature	86-82
	umoer sture	2. Counting to 10	Court small collections of hems, and write and represent numbers to 10	4.4
	ing units of sourcement	3. MOSS	use nefting and visual comparisons to compare the mass of familiar hems	108-111
-	UM/04/ 20/78	3. Now many?	Court, compare and record quantifies to 10	10-13
* *	Using units of ecounement	8. Days of the week	beas, whe and order the days of the week and connect them with everyday events	116-119
7.	Shape	1.20 shopes	Becagoise, sort, drow and name common two- dimensional shapes and explore their properties	124-127

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Using the topic pre-tests

How many?	Question 1	
0 0	Question 2 Question 3	
•	Guestion-4	
	Question 5	14
0.1	Question 6	3
0.4	Question 7	-
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Each topic in the *Mathematics and Statistics for Aotearoa New Zealand* Student Workbooks begins with a pre-test. The pre-tests allow educators to identify each student's level of topic readiness, covering foundational content from the previous year and, where relevant, the breadth of subject matter for each topic at the target year level. The pre-tests can be found on the Teacher Dashboards.

Choosing the learning pathway

Pre-tests are designed to identify each student's level of prior understanding for each topic. Students complete the pre-test online via the Student Dashboard. Based on the pre-test result, teachers can sort students into one of three ability groups: above, below or on level.

Students can then be assigned a selection of ability-appropriate learning resources and assessments for each topic. Mathematics and Statistics for Aotearoa New Zealand pre-tests evaluate students' level of prior understanding for every topic. 13 0 0 × . 8 0 12

Mathematics and Statistics for Aotearoa New Zealand

Suggested Learning Sequences and Student Pathways

The suggested Learning Sequences below can be used as editable templates for teachers to adapt when planning lesson sequences to suit the needs of the students in their classes. These templates will support teachers to plan for and manage learning sequences to cater for students who are on, above and below the expected standard.

Generic 4-session Sequence

Session 1 - Pre-assessment: 60 minutes Teacher to identify on-, above- and below-level students; introduce the learning focus; introduce the daily practice activity.

n 2 - Getting started: 50 minutes plus daily practice activity 10 m Interactive - whole class and/or

d Co

11: 60 m

For all groups, review results, re-visit the learning focus

Year 1 Teacher Dashboard © Oxford University Press, 2024. T

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- whole class activity

Introductory Activity - whole class

Session 3 - Exploration a

Small group with teacher

Student book - Extended

Post-assessment

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on 4 - Post-assessme

topic, and discuss the success criteria.

Practice activity

I

10 minutes

On-level Group	Below-level Group	Above-level Group
Student book – Guided to independent Practice activities + Early finisher	Small group with teacher - skill consolidation or potential difficulties +	Student book - Guided to Independent Practice activities
activity if needed	Student Book – Guided Practice activity	activity or investigation

Student book - Guided Independent Practice activities

Small group with teache

skill consolidation or potential difficulties

Repeat of Pre-assessm



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teache	nc s-session sequen	ce	
or Sessi	on 1 - Pre-assessmer	nti 60 minutes	
Tead?	er to identify on-, abov	e- and below-level students, intr	oduce the learning activity;
introd	duce the daily practice a	activity.	
ament	on 2 - Gatting starte	to 50 minutes also daily coart	ice activity 10 minutes
focus, interv	ective - whole class act	with	ce accounty to manades
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intro	suctory Activity - whoi	e class, mixed ability group	
	On-Javel Grown	Below-level Grown	Above level Grown
Stude	nt book - Guided to	Small croup with teacher -	Student book - Guided to
Indep	endent Practice	skill consolidation or	Independent Practice
activi	ties + Early finisher	potential difficulties +	activities
activi	ty if needed	Student Book - Guided	
		Practice activity	Activity Sheet - Extension
124. 1			activity or investigation
activ	ons 5 & 4 - Explorate ity 10 minutes	on and Consolidation: 50 min	utes plus daily practice
inter	ctive - whole class act	wity .	
Consi	olidation - whole class	activity	
Small	group with teacher	Student book - Guided to	Student book - Extended
		Independent Practice	Practice
10000		activities	
Stude	int book - Extended	Small group with teacher -	Activity Sheet - Extension
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Year 1 Teacher Dashboard © Colord University Ivess, 2024. This sheet may be downloaded, onpied and modified for non-commercial classroom use.

Digital resources

Teacher Dashboards

The Teacher Dashboards provide online access to lesson plans, learning support and teaching resources.

Resources include:

- a digital version of the Student Book
- curriculum and planning documents
- · lesson plans supporting differentiation pathways
- front-of-class topic interactives
- · online pre-tests and post-tests
- blackline masters, activity sheets, and mastery tasks
- assessment reports
- answers.



Student Dashboards

The Student Dashboards deliver a tailored suite of resources for each topic based on students' ability levels. Teachers can assign a variety of resources to individual students or groups.

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	Guestion 3	8
	Guestion 4	۲
· ·	Guestion 5	
0.8	Guestion 8	
0.8		8
0.4	Question 7	

Resources include:

- a digital version of the Student Book
- pre-tests and post-tests
- topic interactives
- blackline masters, activity sheets, mastery tasks.

Student Workbooks







Each topic in the *Mathematics and Statistics for Aotearoa New Zealand* Student workbooks ends with a post-test. The post-tests allow educators to measure student growth, confirm the effectiveness of the learning pathway and identify areas of further need for the topic or concept.

They also allow educators to identify students who are performing above the expected standard, as the tests comprehensively cover the target year level and some content from the next year level.

Reporting the Results

When students complete the online pre- and post-tests, educators will be able to track and report on their results from the Teacher Dashboard.

The reports, which are automatically generated, are colour-coded, with green representing above level, yellow representing on level, and red representing below level.

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Log in to your Teacher and Student Dashboards at oxforddigital.co.nz

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