

Financial mathematics

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value										
Combining denominations of currency (either all notes or all coins) to make a particular value										



Number structures

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Reading and writing whole numbers up to 120, and representing them using base 10 structure										
Comparing and ordering whole numbers up to 120										
Using te reo Māori for numbers up to 100										
Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120										
Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)										
Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten)										
Rounding numbers up to 120 to the nearest 10										
Counting forwards in 3s from multiples of 3s										
Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120										
Identifying odd and even numbers up to 120										

**Operations**

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Memorising addition and subtraction facts up to 20 (e.g. $17 + 3 = 20$)										
Memorising doubles and halves to 20										
Adding and subtracting numbers up to 100 (e.g. $32 + 20$ or $32 + 2$)										
Adding and subtracting 3 one-digit numbers (e.g. $7 + 3 + 6$).										
Adding 100 to a one-digit number										
Solving one-step addition and subtraction problems involving numbers up to 100										
Solving multi-step addition and subtraction problems involving numbers up to 20										
Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s										
Memorising multiplication and corresponding division facts for 2s, 5s, and 10s										
Multiplying and dividing with products and dividends up to 100										

Rational numbers

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Recognising, reading, writing (using symbols and words), and representing halves, thirds, and quarters ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$) as fractions of sets, quantities, and regions, using equal parts of the whole										
Recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$										
Directly comparing two fractions involving halves, thirds, or quarters										
Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones)										
Finding a whole when given a $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$ of a length, shape, or set of objects or quantities										