Ministry-funded Y0-Y8 Maths Resource Curriculum Alignment Guide

The purpose of this guide is to enable schools to use existing Ministry-funded Maths resources with the updated Mathematics and Statistics learning area (October 2025). The guide identifies the Strands, Elements and Practices in the updated Maths and Statistics learning area and shows the location of this learning in existing print and digital resources.

Learning Level	**Phase 3 - Years 7-8**
Supplier	**PR1ME**

Year 7

Strand and Element	Practices *The skills, strategies, and applications to teach*	PR1ME Book	Chapter/Page	MATH PRO	Notes
Number: number structures (and operations)	Reading, writing comparing, and ordering whole numbers using powers of 10 (e.g. $10{,}000 = 10^4, 1000 < 10^4$)	Teacher Guide 8	Book 8 Chapter 1	*Content Available on MATH PRO*	
		Coursebook 8	Book 8 Chapter 1	*Content Available on MATH PRO*	
		Practice Book 8	Book 8 Chapter 1	*Content Available on MATH PRO*	
	Finding the highest common factor (HCF) of two numbers under 100, and finding the least common multiple (LCM) of two numbers under 10	Teacher Guide 6	Book 6 Chapter 1	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 1 pages 17-23	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 1 pages 17-21	*Content Available on MATH PRO*	
	Using exponents and identifying square roots for square numbers up to at least 144		Not in printed resources	Book 6 Year 7 Supplement 2 Y7S2	
	Using rounding and estimation to predict results and to check the reasonableness of calculations (e.g. 0.73 + 0.8 + 0.999 must be less than 3 since each are close to but less than 1)	Teacher Guide 8		Book 8 Chapter 1 Unit 3	
		Coursebook 8		Book 8 Chapter 1 Unit 3	
		Practice Book 8	Book 8 Chapter 1 Unit 3	*Content Available on MATH PRO*	
	Rounding whole numbers to any specified power of 10, and rounding decimals to the nearest whole number, tenth, or hundredth	Teacher Guide	Book 6 Chapter 8 pages 158	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 8 pages 162-163	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 8 page 91	*Content Available on MATH PRO*	
	Using divisibility rules to identify numbers that are divisible by 2, 3, 4, 5, 6, 8, 9, and 10	Teacher Guide 5	Book 5 Chapter 1	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 1 pages 23-25	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 1 page 22	*Content Available on MATH PRO*	
	Multiplying whole numbers	Teacher Guide 6	Book 6 Chapter 2	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 2 page 25	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter pages 22-26	*Content Available on MATH PRO*	

Number: number structures (and operations)	Dividing whole numbers by one- or two-digit divisors (e.g. 327 ÷ 5 = 65.4 or 65 2/5)	Teacher Guide 6	Book 6 Chapter 2	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 2 pages 34-40	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 2 pages 27-28	*Content Available on MATH PRO*	
	Evaluating expressions using the order of operations	Teacher Guide 6	Book 6 Chapter 4	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 4 pages 67-78	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 4 pages 41-53	*Content Available on MATH PRO*	
	Locating integers on a number line	Teacher Guide 5	Book 5 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 12 pages 251-257	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 12 pages 156-157	*Content Available on MATH PRO*	
	Ordering whole negative and positive numbers using a number line	Teacher Guide 6	Book 6 Chapter 9	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 9 pages 153-157	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 9 pages 105-106	*Content Available on MATH PRO*	
	Representing addition and subtraction of integers using a number line	Teacher Guide 6	Book 6 Chapter 9	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 9 pages 158-164	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 9 pages 107-109	*Content Available on MATH PRO*	
	Identifying, reading, writing, and representing fractions, decimals, and percentages	Teacher Guide 6	Book 6 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 12 pages 213-218	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 12 pages 131-135	*Content Available on MATH PRO*	
	Comparing, ordering, and converting between fractions, decimals, and percentages	Teacher Guide 6	Book 6 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 12 pages 223-224	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 12 page 140	*Content Available on MATH PRO*	
	Multiplying and dividing numbers by powers of 10	Teacher Guide 5	Book 5 Chapter 11	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 11 pages 222-250	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 11 pages 129-155	*Content Available on MATH PRO*	
	Finding equivalent fractions and representing fractions in their simplest form	Teacher Guide 8		Book 8 Chapter 5	
		Coursebook 8		Book 8 Chapter 5	
		Practice Book 8	Book 8 Chapter 5 page 54	*Content Available on MATH PRO*	
	Multiplying whole numbers by fractions and representing the answer in its simplest form	Teacher Guide 5	Book 5 Chapter 3	Book 6 Year 7 Supplement 4 Y7S4	
		Coursebook 5	Book 5 Chapter 3 pages 79-83	Book 6 Year 7 Supplement 4 Y7S4	
		Practice Book 5	Book 5 Chapter 3 pages 51-53	Book 6 Year 7 Supplement 4 Y7S4	
	Multiplying decimals by whole numbers (e.g. 0.7×5 and 0.7×50, which both relate to knowing 7×5=35)	Teacher Guide 6	Book 6 Chapter 6	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 6	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 6	*Content Available on MATH PRO*	

Number: number structures (and operations)	Dividing fractions by whole numbers and representing the answer in its simplest form	Teacher Guide 8		Book 8 Chapter 5	
		Coursebook 8		Book 8 Chapter 5	
		Practice Book 8	Book 8 Chapter 5 page 56	*Content Available on MATH PRO*	
	Dividing a whole number by a unit fraction	Teacher Guide 8		Book 8 Chapter 5	
		Coursebook 8		Book 8 Chapter 5	
		Practice Book 8	Book 8 Chapter 5 page 56	*Content Available on MATH PRO*	
	Representing numbers in expanded form using powers of 10 (e.g. $34{,}506 = 3 \times 10^4 + 4 \times 10^3 + 5 \times 10^2 + 6$)	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 1	*Content Available on MATH PRO*	
	Using radicals ($\sqrt{}$) to represent square roots		Not in printed resources	Book 6 Year 7 Supplement 2 Y7S2	
	Identifying prime numbers to 100	Teacher Guide 5	Book 5 Chapter 1	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 1 pages 26-29	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 1 page 23	*Content Available on MATH PRO*	
	Identifying the additive inverse of any number	Teacher Guide 5	Book 5 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 12	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 12	*Content Available on MATH PRO*	
	Using negative numbers to solve problems in a range of contexts, including the measurement of temperature and finance	Teacher Guide 6	Book 6 Chapter 9	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 9	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 9	*Content Available on MATH PRO*	
	Adding and subtracting fractions, including improper fractions and mixed numbers, and representing the answer in its simplest form		Not in Printed resources	Book 5 Chapter 3A	
	Adding and subtracting decimals	Teacher Guide 5	Book 5 Chapter 9	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 9 pages 169-199	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 9 pages 98-118	*Content Available on MATH PRO*	
	Finding a fraction of a whole number (e.g. 5/3 of 186)	Teacher Guide 4	Book 4 Chapter 5	*Content Available on MATH PRO*	
		Coursebook 4	Book 4 Chapter 5 pages 114-126	*Content Available on MATH PRO*	
		Practice Book 4	Book 4 Chapter 5 pages 79-84	*Content Available on MATH PRO*	
	Finding a whole amount when given a fraction (e.g. 5/4 of the set is 85, what is the whole set?)	Teacher Guide 4	Book 4 Chapter 5	*Content Available on MATH PRO*	
		Coursebook 4	Book 4 Chapter 5 pages 114-126	*Content Available on MATH PRO*	
		Practice Book 4	Book 4 Chapter 5 pages 79-84	*Content Available on MATH PRO*	
	Finding common percentages of whole numbers	Teacher Guide 6	Book 6 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 12 pages 228-240	*Content Available on MATH PRO*	
		Practice Book 6 Practice Book 8	Book 6 Chapter 12 pages 144-161 Book 8 Chapter 10 page 135	*Content Available on MATH PRO*	

Number: number structures (and operations)	Finding the whole (100%) when given a percentage (e.g. 40% is 28)			Book 6 Year 7 Supplement 7 Y7S7	
	Using proportional reasoning to explore multiplicative relationships between quantities (e.g. “If there are 3 red for every 7 blue balls, how many balls are there altogether when there are 18 red balls?”)	Teacher Guide 8		Book 8 Chapter 10	
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 139	*Content Available on MATH PRO*	
Number: financial maths	Calculating the total cost and change for a transaction involving any amount of money	Teacher Guide 6	Book 6 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 12 pages 230-236	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 12 pages 144, 148-150	*Content Available on MATH PRO*	
	Applying percentage discounts to whole dollar amounts (e.g. in a 20%-off sale)	Teacher Guide 6	Book 6 Chapter 12	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 12 pages 230-236	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 12 pages 144, 148-150	*Content Available on MATH PRO*	
Algebra: equations and relationships	Forming and solving one- and two-step linear equations with integer solutions (e.g. $t + 7 = 12,\ 5s + 3 = 18$)	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 165	*Content Available on MATH PRO*	
	Using substitution to find the value of an expression or formula (e.g. calculating w+12 given w=4)	Teacher Guide 6	Book 6 Chapter 4	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 4 page 70	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 4 page 43	*Content Available on MATH PRO*	
	Identifying the constant increase or decrease in a linear pattern, using variables and algebraic notation to represent the rule in an equation, and using the equation to make conjectures	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 167	*Content Available on MATH PRO*	
	Checking the truth of and completing number sentences involving all four operations and including the use of inequalities (e.g. $0.8 \times 12 \leq 8 \times 0.5 + 8$, true or false?)	Teacher Guide 6	Book 6 Chapter 4	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 4 pages 72-78	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 4 pages 45-53	*Content Available on MATH PRO*	
	Rearranging known formulae using one or two steps				Not in PR1ME Resource*
	Simplifying expressions involving any of the four operations by collecting like terms (e.g. 3a+a+a=5a,3b-2b=b)	Teacher Guide 6	Book 6 Chapter 4	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 4 pages 72-78	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 4 pages 45-53	*Content Available on MATH PRO*	
	Identifying and plotting points in the four quadrants of the coordinate plane, using ordered pairs and values from a table	Teacher Guide 6	Book 6 Chapter 10	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 10 pages 169-174	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 10 pages 110-112	*Content Available on MATH PRO*	

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Algebra: equations and relationships	Using tables, graphs in the coordinate plane, and diagrams to recognise the relationship between the ordinal position and its corresponding element in a linear pattern, develop a rule for the pattern in words, and make conjectures about further elements in the pattern	Teacher Guide 6	Book 6 Chapter 10	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 10 pages 178-180	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 10 pages 114	*Content Available on MATH PRO*	
	Using formulae to find unknown measurements related to area (e.g. the base of a triangle given its area and height, the area of a figure composed of a triangle and rectangle, given side lengths) Using formulae to find unknown measurements related to volume (e.g. the dimensions of a cube given its volume, the volume of a rectangular prism given side lengths)	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 pages 96-104	*Content Available on MATH PRO*	
	Selecting and using an appropriate base measure (e.g. metre, gram, litre) within the metric system, along with a prefix (e.g. kilo-, centi-) to show the size of units	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 pages 91-92	*Content Available on MATH PRO*	
	Using formulae to find unknown measurements related to perimeter (e.g. the length of the unknown sides of a square given its perimeter, the length of an unknown side in a composite shape given its perimeter)	Teacher Guide 6	Book 6 Chapter 14	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 14 pages 263-265	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 14 page 170	*Content Available on MATH PRO*	
	Read, interpret, and use timetables and charts that present information about duration	Teacher Guide 6	Book 6 Chapter 15	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 15 pages 329-337	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 15 pages 198-203	*Content Available on MATH PRO*	
Geometry: shapes	Classifying triangles by both their angle and side properties	Teacher Guide 5	Book 5 Chapter 6	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 6 pages 128-130	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 6 page 77	*Content Available on MATH PRO*	
Geometry: spatial reasoning	Transforming 2D shapes in the coordinate plane by a single translation, reflection across a given mirror line, or a rotation about a given point by a multiple of 90 degrees	Teacher Guide 6	Book 6 Chapter 10	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 10 pages 178-189	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 10 pages 116-119	*Content Available on MATH PRO*	
	Identifying the 2D shapes that compose 3D shapes				Not in PR1ME Resource*
	Drawing nets for prisms and pyramids	Teacher Guide 4	Book 4 Chapter 13	*Content Available on MATH PRO*	
		Coursebook 4	Book 4 Chapter 13 pages 83-86	*Content Available on MATH PRO*	
		Practice Book 4	Book 4 Chapter 13 page 179	*Content Available on MATH PRO*	
	Reasoning about unknown angles in situations involving perpendicular lines, parallel lines, and transversals	Teacher Guide 5	Book 5 Chapter 4	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 4 pages 96-99	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 4 pages 65-66	*Content Available on MATH PRO*	
	Solving for an unknown angle in a diagram by setting up and solving a multi-step equation based on supplementary, complementary, vertical, and adjacent angle relationships	Teacher Guide 8		Book 8 Chapter 3	
		Coursebook 8		Book 8 Chapter 3	
		Practice Book 8	Book 8 Chapter 3 pages 24-26	*Content Available on MATH PRO*	

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Geometry: pathways	Interpreting and communicating the location of positions and pathways using coordinates, angle measures, and the eight main and halfway compass points (e.g. NE, which is 45° E from N)	Teacher Guide 4	Book 4 Chapter 9	*Content Available on MATH PRO*	
		Coursebook 4	Book 4 Chapter 9	*Content Available on MATH PRO*	
		Practice Book 4	Book 4 Chapter 9	*Content Available on MATH PRO*	
Statistics: Developing knowledge from data	Planning and collecting data in order to respond to a statistical question (e.g. Are our feet the same length?)	Teacher Guide 8		Book 8 Chapter 14	
		Coursebook 8		Book 8 Chapter 14	
		Practice Book 8	Book 8 Chapter 14 pages 185-188	*Content Available on MATH PRO*	
	Calculating the mean, median, and mode for numerical data	Teacher Guide 6	Book 6 Chapter 18	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 18	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 18 pages 204-211	*Content Available on MATH PRO*	
	Calculating the range for numerical data				Not in PR1ME resource*
Statistics: Visualisation of data	For a given set of data, choosing and constructing an appropriate data visualisation according to the data type (e.g. a dot plot, bar graph, time-series graph)	Teacher Guide 6	Book 6 Chapter 17	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 17 pages 314-326	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 17 pages 195-202	*Content Available on MATH PRO*	
	Noticing and explaining outliers in a given set of data				Not in PR1ME resource*
Statistics: Interpretation of data	Responding to statistical questions by calculating an appropriate measure of central tendency and range for a variety of data tables and data visualisations				Not in PR1ME resource*
	Interpreting data visualisations, including those from contemporary media				Not in PR1ME resource*
	Identifying when a data visualisation cannot be interpreted accurately due to missing information				Not in PR1ME resource*
	Identifying outliers by eye and taking them into account when using range as a measure of spread				Not in PR1ME resource*
Probability Experimental Probability	Carrying out a chance experiment and calculating the experimental probability of each outcome	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 204-208	*Content Available on MATH PRO*	
	Comparing experimental probability (using at least 30 trials) to theoretical probability, and explaining why they differ and how increasing the number of trials reduces this difference	Teacher Guide 6	Book 6 Chapter 13	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 13 page 256	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 13 page 168	*Content Available on MATH PRO*	
	Carrying out chance experiments of at least 100 trials and comparing the experimental probability of each individual outcome to its theoretical probability, in order to demonstrate the Law of Large Numbers	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 pages 204-208	*Content Available on MATH PRO*	

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Probability: Theoretical Probability	Calculating probabilities for events as decimals, fractions, and percentages	Teacher Guide 6	Book 6 Chapter 13	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 13 page 251	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 13 page 166	*Content Available on MATH PRO*	
	Comparing the likelihood of different events	Teacher Guide 6	Book 6 Chapter 13	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 13 pages 247 - 250	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 13 page 163	*Content Available on MATH PRO*	
	Calculating probabilities for complementary events	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 pages 204-208	*Content Available on MATH PRO*	

Year 8

Strand and Element	Practices *The skills, strategies, and applications to teach*	PR1ME Book	Chapter/Page	MATH PRO	Notes
PLEASE NOTE – The Teacher Guide 8 and Coursebook 8 are not printed books for 2026. They are on MATH PRO. These can be downloaded and printed if required.					
Number: number structures	Reading, writing comparing, and ordering whole numbers and decimals using positive and negative powers of 10	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 1-5	*Content Available on MATH PRO*	
	Representing composite numbers as products of their prime factors, using exponents to summarise repeated factors (e.g. $36 = 2 \times 2 \times 3 \times 3 \times 3 = 2^2 \times 3^3$)	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 18-21	*Content Available on MATH PRO*	
	Representing whole numbers and decimals in expanded form using powers of 10 (e.g. $3.61 = 3 \times 10^1 + 6 \times 10^{-1} + 1 \times 10^{-2}$)	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 1-5	*Content Available on MATH PRO*	
	Representing negative powers of 10 as a fraction and a decimal, and vice-versa (e.g. $0.01 = \frac{1}{100} = 10^{-2}$)	Teacher Guide 8		Book 8 Chapter 6	
		Coursebook 8		Book 8 Chapter 6	
		Practice Book 8	Book 8 Chapter 6 page 68-69	*Content Available on MATH PRO*	
	Using exponents and identifying cube roots for cube numbers up to at least 125	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 18-21	*Content Available on MATH PRO*	
	Using radicals ($\sqrt{\ }$ and $\sqrt[3]{\ }$) to represent square and cube roots	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 7	*Content Available on MATH PRO*	
	Evaluating square and cube roots for perfect squares and cubes and using a calculator to approximate them for other numbers				Not in PR1ME Resource*
	Locating negative and positive numbers on a number line	Teacher Guide 8		Book 8 Chapter 8	
		Coursebook 8		Book 8 Chapter 8	
		Practice Book 8	Book 8 Chapter 8 page 105-106	*Content Available on MATH PRO*	
	Comparing and ordering negative and positive numbers using a number line (e.g. $-3.4 < -3$)	Teacher Guide 8		Book 8 Chapter 8	
		Coursebook 8		Book 8 Chapter 8	
		Practice Book 8	Book 8 Chapter 8 page 105-106	*Content Available on MATH PRO*	
	Evaluating expressions involving negative numbers, addition, and subtraction (e.g. $3 + -7$)	Teacher Guide 8		Book 8 Chapter 8	
		Coursebook 8		Book 8 Chapter 8	
		Practice Book 8	Book 8 Chapter 8 page 107-108	*Content Available on MATH PRO*	

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Number: number structures	Identifying percentage equivalence in calculations (e.g. 45% of 20 is equal to 20% of 45)	Teacher Guide 8		Book 8 Chapter 10	
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 135-138	*Content Available on MATH PRO*	
Number: operations	Using rounding, estimation, and benchmarks to predict results and to check the reasonableness of calculations (e.g. 14.7×5 must be between $14 \times 5 = 70$ and $15 \times 5 = 75$)	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 9-12	*Content Available on MATH PRO*	
	Rounding whole numbers to any specified power of 10, and rounding decimals to the nearest whole number, tenth, hundredth, or thousandth	Teacher Guide 8		Book 8 Chapter 1 and 6	
		Coursebook 8		Book 8 Chapter 1 and 6	
		Practice Book 8	Book 8 Chapter 1 Page 8 Book 8 Chapter 6 Page 65-67	*Content Available on MATH PRO*	
	Multiplying and dividing whole numbers (e.g. $327 \div 15 = 21.8$ or $21\frac{4}{5}$)	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 11-12	*Content Available on MATH PRO*	
	Evaluating expressions with integers, using the order of operations	Teacher Guide 8		Book 8 Chapter 8	
		Coursebook 8		Book 8 Chapter 8	
		Practice Book 8	Book 8 Chapter 8 page 107-108	*Content Available on MATH PRO*	
Number: rational number	Identifying, reading, writing, and representing fractions, decimals, and percentages	Teacher Guide 8		Book 8 Chapter 5,6,10	A variety to cover this statement in these chapters.
		Coursebook 8		Book 8 Chapter 5,6,10	
		Practice Book 8	Book 8 Chapter 5,6,10	*Content Available on MATH PRO*	
	Comparing, ordering, and converting between fractions, decimals, and percentages	Teacher Guide 8		Book 8 Chapter 10	
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 130-134	*Content Available on MATH PRO*	
	Multiplying and dividing numbers by powers of 10	Teacher Guide 8		Book 8 Chapter 1	
		Coursebook 8		Book 8 Chapter 1	
		Practice Book 8	Book 8 Chapter 1 page 6-7	*Content Available on MATH PRO*	
	Finding a fraction of a whole number, including when the result is a mixed number or improper fraction (e.g. for 2/5 of 42, 2/5×42=84/5=16 2/5)	Teacher Guide 8		*Content Available on MATH PRO*	
		Coursebook 8		*Content Available on MATH PRO*	
		Practice Book 8	Book 8 Chapter 5 page 61	*Content Available on MATH PRO*	
	Multiplying whole numbers by fractions, including by improper fractions, by mixed numbers, and by first converting to an improper fraction	Teacher Guide 8		*Content Available on MATH PRO*	
		Coursebook 8		*Content Available on MATH PRO*	
		Practice Book 8	Book 8 Chapter 5 page 61	*Content Available on MATH PRO*	

Number: rational number	Multiplying fractions and representing the answer in its simplest form	Teacher Guide 5	Book 5 Chapter 3	*Content Available on MATH PRO*	
		Coursebook 5	Book 5 Chapter 3 page 79	*Content Available on MATH PRO*	
		Practice Book 5	Book 5 Chapter 3 page 51	*Content Available on MATH PRO*	
	Multiplying positive decimals (e.g. 2.3×45)	Teacher Guide 8		Book 8 Chapter 8	
		Coursebook 8		Book 8 Chapter 8	
		Practice Book 8	Book 8 Chapter 6 page 75-78	*Content Available on MATH PRO*	
	Finding a whole amount when given a fraction, including when the whole set is a mixed number or improper fraction (e.g. if 8 is 3/5 of a set, 8×5/3=13 1/3)				Not in PR1ME Resource*
	Finding percentages of whole numbers	Teacher Guide 8		Book 8 Chapter 10	
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 135-136	*Content Available on MATH PRO*	
	Finding the whole (100%) when given a percentage (e.g. 3% is 27)	Teacher Guide 8		Book 8 Chapter 10	
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 137-138	*Content Available on MATH PRO*	
	Dividing a quantity into two parts, given the part:part or part:whole ratio	Teacher Guide 6	Book 6 Chapter 11	*Content Available on MATH PRO*	In Book 6 Some of the ratio statements covered in this chapter.
		Coursebook 6	Book 6 Chapter 11 page 190	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 11 page 120-128	*Content Available on MATH PRO*	
	Expressing the division of quantity into two parts as a ratio	Teacher Guide 6	Book 6 Chapter 11	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 11 page 190	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 11 page 120-128	*Content Available on MATH PRO*	
Number: financial maths	Creating and comparing weekly, monthly, and yearly finance plans (e.g. for saving plans, phone plans, budgets, and 'buy now, pay later' services)	Teacher Guide 8		Book 8 Chapter 10	Word problems involving financial plans
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 144-146	*Content Available on MATH PRO*	
	Applying percentage discounts (e.g. a 35% discount on \$180 will give a new price of $\$180 - (0.35 \times \$180) = \$117$)	Teacher Guide 8		Book 8 Chapter 10	
		Coursebook 8		Book 8 Chapter 10	
		Practice Book 8	Book 8 Chapter 10 page 139-143	*Content Available on MATH PRO*	
Algebra: equations and relationships	Forming and solving linear equations with rational solutions (e.g. $t + 7 = 6.5,\ 5s + 9 = -18$)	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 165	*Content Available on MATH PRO*	
	Forming and solving linear inequalities and representing the solution on a number line (e.g. $t - 3 \geq -5$)	Teacher Guide 8			Not in PR1ME Resource*

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Algebra: equations and relationships	Using substitution to find the value of an expression or formula (e.g. calculating w+12 given w=4)	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 166	*Content Available on MATH PRO*	
	Rearranging formulae using multiple steps and substitution to find an unknown value (e.g. making a the subject of A=1/2 (a+b))	Teacher Guide 8			Not in PR1ME Resource*
	Simplifying algebraic expressions involving sums, products, differences, and single brackets, and collecting like terms (e.g. 2(x+3)+1=2x+6+1=2x+7)	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 161-164	*Content Available on MATH PRO*	
	Factorising simple algebraic expressions (e.g. 5x-35=5(x-7))	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 164	*Content Available on MATH PRO*	
	Using tables, graphs in the coordinate plane, and diagrams to recognise the relationship between the ordinal position and its corresponding element in a linear pattern, develop a rule for the pattern in words, and make conjectures about further elements in the pattern	Teacher Guide 8		Book 8 Chapter 12	
		Coursebook 8		Book 8 Chapter 12	
		Practice Book 8	Book 8 Chapter 12 page 167-169	*Content Available on MATH PRO*	
	Investigating the patterns of triangular numbers, square numbers, and cube numbers, extending the patterns, creating tables of values, and plotting the values on the coordinate plane				Not in PR1ME Resource*
	Identifying and plotting points in the four quadrants of the coordinate plane, using ordered pairs and values from a table				Not in PR1ME Resource*
	Identifying the constant increase or decrease in a linear pattern, using variables and algebraic notation to represent the rule in an equation, and using the equation to make conjectures				Not in PR1ME Resource*
Measurement: measuring	Estimating and measuring length, area, volume, capacity, mass (weight), temperature, time, and angle, using appropriate units	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 Page 91-92	*Content Available on MATH PRO*	
	Calculating the area of a parallelogram and a trapezium	Teacher Guide 8		*Content Available on MATH PRO*	
		Coursebook 8		*Content Available on MATH PRO*	
		Practice Book 8		*Content Available on MATH PRO*	
	Calculating the area of a shape, given some lengths and its perimeter, and vice versa	Teacher Guide 6	Book 6 Chapter 14	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 14 page 261	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 14 page 171-175	*Content Available on MATH PRO*	
	Calculating lengths of quadrilaterals, given their area and other sufficient information	Teacher Guide 6	Book 6 Chapter 5	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 5 page 88	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 5 page 56-57	*Content Available on MATH PRO*	

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Measurement: measuring	Converting between metric units of area (mm2, cm2, m2, and km2) and volume (mm3, cm3 and m3)	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 page 93-95	*Content Available on MATH PRO*	
	Converting between different volume units (cm3, m3, mL, L)	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 page 93-95	*Content Available on MATH PRO*	
	Read, interpret, and use timetables, charts and results that present information about duration.	Teacher Guide 8		Book 8 Chapter 9	
		Coursebook 8		Book 8 Chapter 9	
		Practice Book 8	Book 8 Chapter 9 page 122-126	*Content Available on MATH PRO*	
	Convert times to a given unit (e.g. hours and minutes to minutes)	Teacher Guide 8		Book 8 Chapter 9	
		Coursebook 8		Book 8 Chapter 9	
		Practice Book 8	Book 8 Chapter 9 page 118-121	*Content Available on MATH PRO*	
	Calculating the volume of composite figures made up of cubes, rectangular prisms, and/or triangular prisms	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 page 96-101	*Content Available on MATH PRO*	
	Calculating the volume of triangular prisms	Teacher Guide 8		Book 8 Chapter 7	
		Coursebook 8		Book 8 Chapter 7	
		Practice Book 8	Book 8 Chapter 7 page 96-101	*Content Available on MATH PRO*	
Geometry: shapes	Identifying and describing the parts of a circle: the radius, diameter, and circumference				Not in PR1ME Resource*
Geometry: spatial reasoning	Transforming 2D shapes on the coordinate plane, including composite shapes, by a combination of translations, reflections, rotations, and scaling by any factor	Teacher Guide 8		Book 8 Chapter 11	
		Coursebook 8		Book 8 Chapter 11	
		Practice Book 8	Book 8 Chapter 11 page 153-157	*Content Available on MATH PRO*	
	Proving that the interior angle sum of a triangle is 180°, and generalising a rule for the interior angle sum and exterior angles for any polygon	Teacher Guide 8		Book 8 Chapter 3	
		Coursebook 8		Book 8 Chapter 3	
		Practice Book 8	Book 8 Chapter 3 page 24-31	*Content Available on MATH PRO*	
	Reasoning about unknown angles in situations involving internal and external angles of polygons	Teacher Guide 8		Book 8 Chapter 3	
		Coursebook 8		Book 8 Chapter 3	
		Practice Book 8	Book 8 Chapter 3 page 24-31	*Content Available on MATH PRO*	
Geometry: pathways	Using map scales, compass points, distance, and turn to interpret and communicate positions and pathways in coordinate systems and grid reference systems	Teacher Guide 8		Book 8 Chapter 11	
		Coursebook 8		Book 8 Chapter 11	
		Practice Book 8	Book 8 Chapter 11 page 147-152	*Content Available on MATH PRO*	

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Statistics: Developing knowledge from data	Planning and collecting data in order to respond to a statistical question (e.g. Are our feet the same length?)	Teacher Guide 6	Book 6 Chapter 17	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 17 page 307-312	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 17 page 192-194	*Content Available on MATH PRO*	
	Calculating the mean, median, and mode for numerical data	Teacher Guide 6	Book 6 Chapter 18	*Content Available on MATH PRO*	
		Coursebook 6	Book 6 Chapter 18 page 330	*Content Available on MATH PRO*	
		Practice Book 6	Book 6 Chapter 18 page 204-209	*Content Available on MATH PRO*	
	Calculating the range for numerical data				Not in PR1ME Resource*
Statistics: Visualisation of data	For a given set of data, choosing and constructing an appropriate data visualisation according to the data type (e.g. a dot plot, bar graph, time-series graph)	Teacher Guide 8		Book 8 Chapter 14	
		Coursebook 8		Book 8 Chapter 14	
		Practice Book 8	Book 8 Chapter 14 page 189-192	*Content Available on MATH PRO*	
	Noticing and explaining outliers in a given set of data				Not in PR1ME Resource* **Error! Bookmark not defined.**
Statistics: Interpretation of data	Responding to statistical questions by calculating an appropriate measure of central tendency and range for a variety of data tables and data visualisations	Teacher Guide 8		Book 8 Chapter 14	
		Coursebook 8		Book 8 Chapter 14	
		Practice Book 8	Book 8 Chapter 8 page 185-186	*Content Available on MATH PRO*	
	Interpreting data visualisations, including those from contemporary media	Teacher Guide 8		Book 8 Chapter 14	Not included: - contemporary media
		Coursebook 8		Book 8 Chapter 14	
		Practice Book 8	Book 8 Chapter 14 page 185-199	*Content Available on MATH PRO*	
	Identifying when a data visualisation cannot be interpreted accurately due to missing information	Teacher Guide 8		Book 8 Chapter 14	
		Coursebook 8		Book 8 Chapter 14	
		Practice Book 8	Book 8 Chapter 14 page 187-188	*Content Available on MATH PRO*	
	Identifying outliers by eye and taking them into account when using range as a measure of spread				Not in PR1ME Resource*
Probability Experimental Probability	Carrying out a chance experiment and calculating the experimental probability of each outcome	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 200-208	*Content Available on MATH PRO*	
	Comparing experimental probability (using at least 30 trials) to theoretical probability, and explaining why they differ and how increasing the number of trials reduces this difference	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 200-208	*Content Available on MATH PRO*	

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Probability: Experimental Probability	Carrying out chance experiments of at least 100 trials and comparing the experimental probability of each individual outcome to its theoretical probability, in order to demonstrate the Law of Large Numbers	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 200-208	*Content Available on MATH PRO*	
Probability Theoretical Probability	Calculating probabilities for events as decimals, fractions, and percentages	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 200-208	*Content Available on MATH PRO*	
	Comparing the likelihood of different events	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 200-208	*Content Available on MATH PRO*	
	Calculating probabilities for complementary events	Teacher Guide 8		Book 8 Chapter 15	
		Coursebook 8		Book 8 Chapter 15	
		Practice Book 8	Book 8 Chapter 15 page 200-208	*Content Available on MATH PRO*	