SCHOLASTIC

PRIME™ Mathematics

For Aotearoa New Zealand Schools

Clear teaching · Strong learning · Proven results

For use from 2027

100% coverage of New Zealand Mathematics and Statistics Curriculum for Phases 1–3

Programme Overview Years 0–8

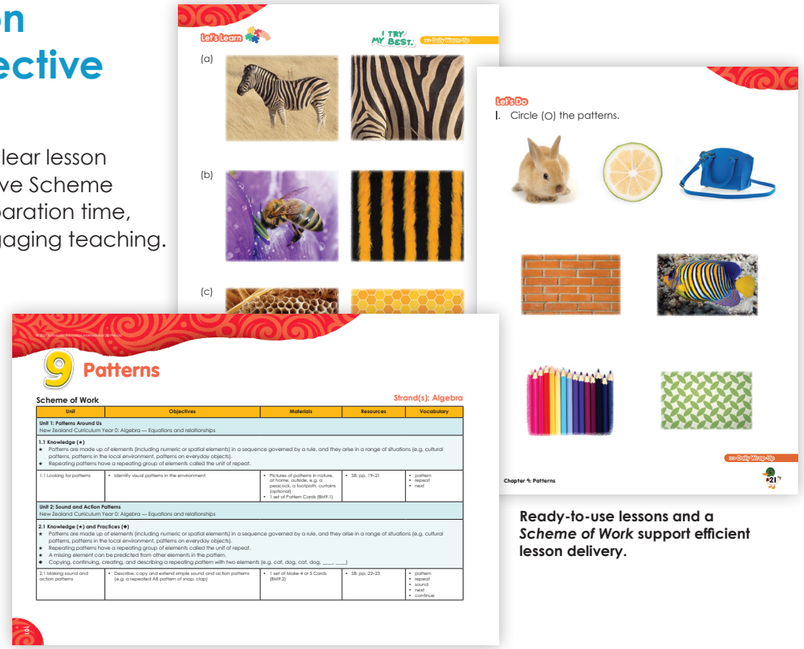
Clear teaching

PRIME™ Mathematics for Aotearoa New Zealand Schools is a clear, structured, and easy-to-follow resource that takes the guesswork out of maths teaching. Carefully sequenced lessons, explicit teaching approach and consistent routines help reduce planning workload while building student confidence, understanding and independence through the Coursebooks, Practice Books, Teacher's Guides and digital resources.

Teach with Clarity and Confidence

Consistent lesson structure for effective lesson delivery

Ready-to-use lessons with a clear lesson structure and a comprehensive Scheme of Work reduce teacher preparation time, supporting effective and engaging teaching.



Ready-to-use lessons and a *Scheme of Work* support efficient lesson delivery.

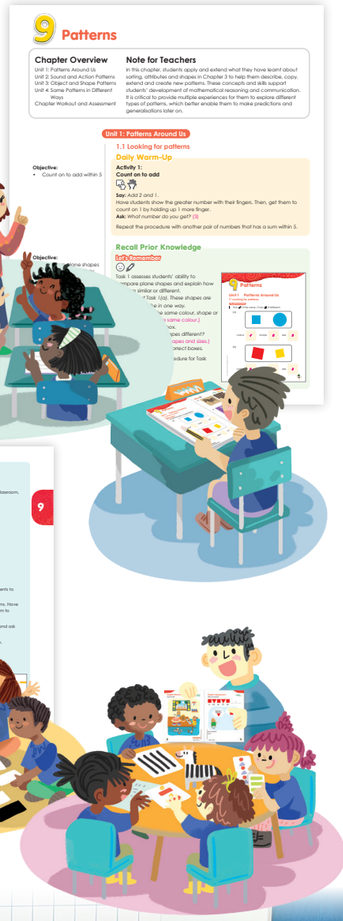
Strong guidance and modelling support

Teachers are supported every step of the way with clear, step-by-step lesson guidance, instructional prompts and classroom activities.

Step-by-step lesson guidance with instructional prompts given for every lesson.

PRIME Mathematics Year 0

PRIME Mathematics Year 0 gives young learners a strong start in maths through hands-on and meaningful learning. Grounded in proven pedagogy and shaped by New Zealand classroom feedback, it helps build understanding and readiness for future learning.



Beginning of Each Lesson

- **Daily Warm-Up** activities such as counting, subitising, and number talks activate prior knowledge and assess readiness for new learning.
- **Let's Remember & Quick Recall** revisit key concepts in preparation for new learning.

During the Lesson

- **Learn and Do** explicitly teaches new concepts through hands-on learning and guided practice. *Let's Learn* and *Let's Do* tasks in the Student Book reinforce and consolidate learning.
- **Daily Wrap-Up** concludes a lesson through purposeful reflection, discussion, review and formative assessment activities.

End of Chapter

- **Chapter Wrap-Up** provides opportunities for students to apply learning, explain thinking and demonstrate understanding independently.
- **Problem Solving with Big Books** develops mathematical thinking through rich real-life contexts.

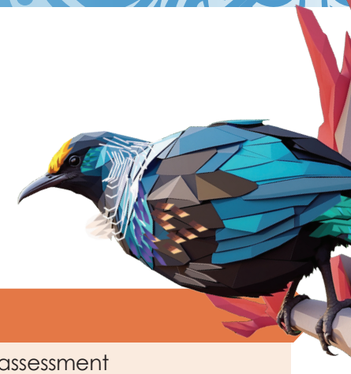
Image courtesy of Te Awa School Napier, New Zealand

Clear teaching

PR1ME™ Mathematics Years 1–8

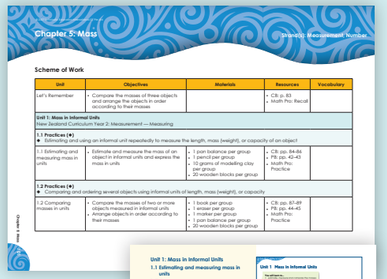
PR1ME™ Mathematics for Aotearoa New Zealand Schools Years 1–8 is designed to support teachers and learners with a clear and coherent approach to mathematics teaching. Fully aligned to the New Zealand Curriculum and easy to implement across the school, it combines pedagogy grounded in world-class mathematics approaches with practical classroom usability. It offers robust instructional guidance to reduce planning time alongside the professional flexibility for teachers to adapt to their learners and context.

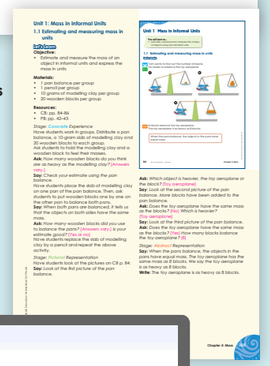
> **PR1ME™ provides a clear, structured approach with consistent routines that support effective teaching across the school. Its sequential design builds strong mathematical understanding from the early years.**
>
> **As a result, both teachers and students are confident, engaged, and fully committed to the programme.**
>
> *Edendale Primary School (Southland, New Zealand)*



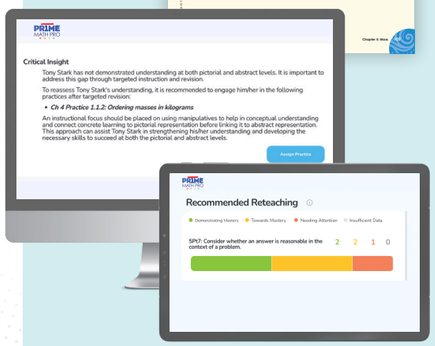
Plan

Teachers can plan lessons effectively using the clear, structured support available in the Teacher's Guide.





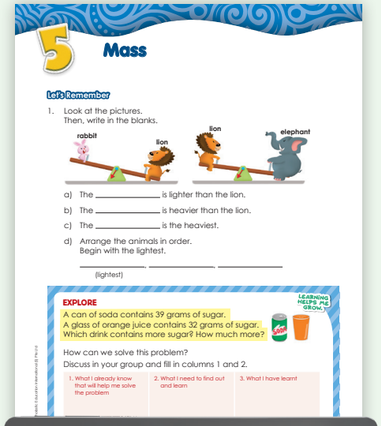
Ready-to-use *Scheme of Work* and lesson plans for confident lesson planning.

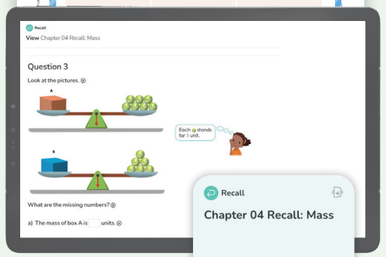


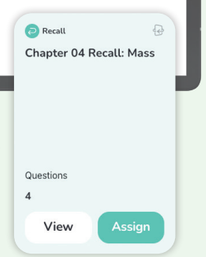
Actionable insights help teachers plan effective instruction.

Check for Readiness

Every lesson begins with retrieval and recall activities that help teachers check prerequisite knowledge, assess readiness and inform next-step teaching.





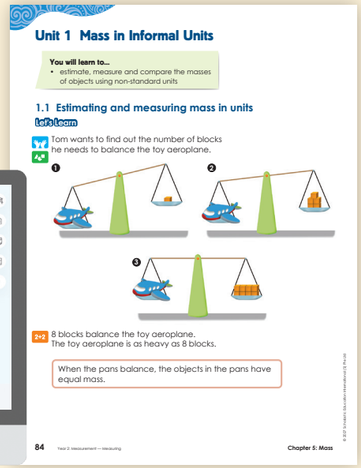


Evaluating readiness through retrieval and recall of prior learning.

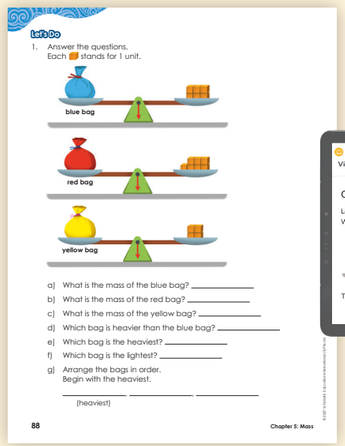
Teach

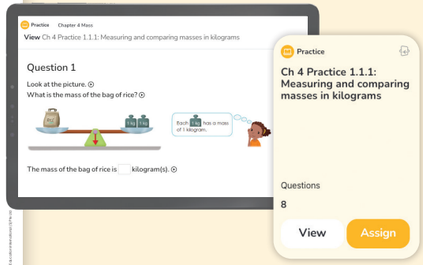
Concepts are introduced and mastered step-by-step through the Concrete–Pictorial–Abstract (CPA) approach, followed by guided application and purposeful practice in both print and digital formats to reinforce understanding and build confidence.

***Virtual Manipulatives* support whole-class concept demonstration and have been developed through classroom-informed design.**



Concepts are taught using the CPA approach.

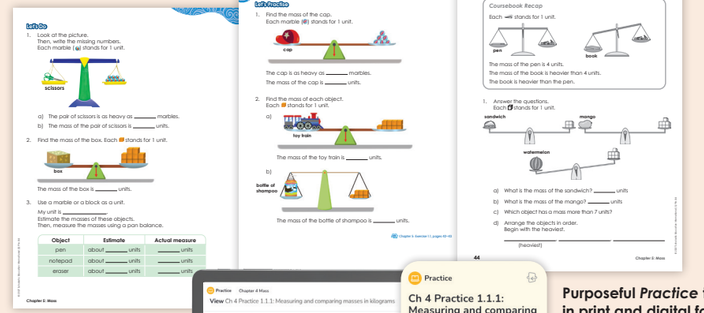




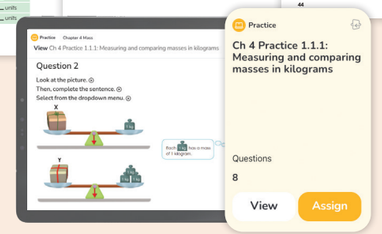
***Let's Do* is an opportunity for students to work collaboratively on guided practice tasks.**

Assign and Assess

Teachers can assign formative and summative assessment tasks across print and digital resources. Assessment is seamlessly integrated into everyday learning, providing real-time insights, instant feedback and meaningful learning data to support timely intervention and targeted teaching.

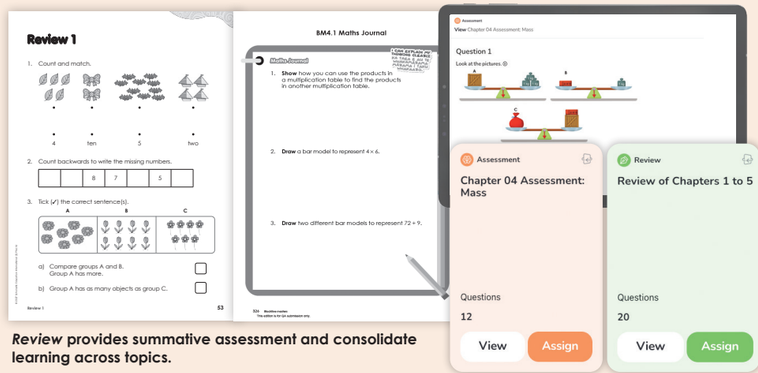


***Let's Do* tasks at each stage of concept development provide formative and diagnostic assessment, giving teachers timely insights into students' conceptual understanding.**



Formative Assessment

Purposeful *Practice* tasks in print and digital formats reinforce learning, build conceptual understanding and independence, and provide formative assessment insights into student progress.



***Review* provides summative assessment and consolidate learning across topics.**

Summative Assessment

Drive Deep, Lasting Learning

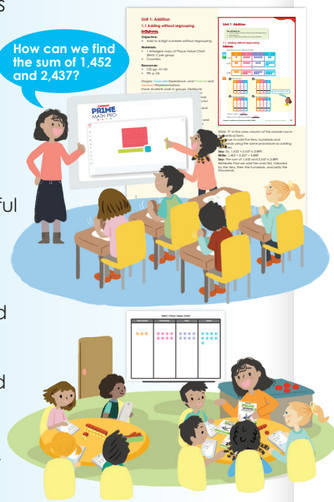
Build strong foundations with concept development based on the proven Concrete-Pictorial-Abstract approach and lesson design based on Gradual Release of Responsibility

PRIME™ Mathematics follows the **Gradual Release of Responsibility (GRR)** model in every lesson, moving students from explicit teacher guidance to confident and independent application.

Each ***Let's Learn*** segment provides a hands-on, teacher-facilitated experience of concepts through the **Concrete-Pictorial-Abstract (CPA)** stages. Throughout the lesson, the teacher observes what the students say and do and provides feedback to students.

Concrete

Students explore concepts using hands-on materials and real-life experiences to build understanding.



I Do Teacher explicitly models new concepts using step-by-step guidance and purposeful questioning from the Teacher's Guide.

We Do Teacher supports shared and guided learning through scaffolded discussion, activities and reasoning.

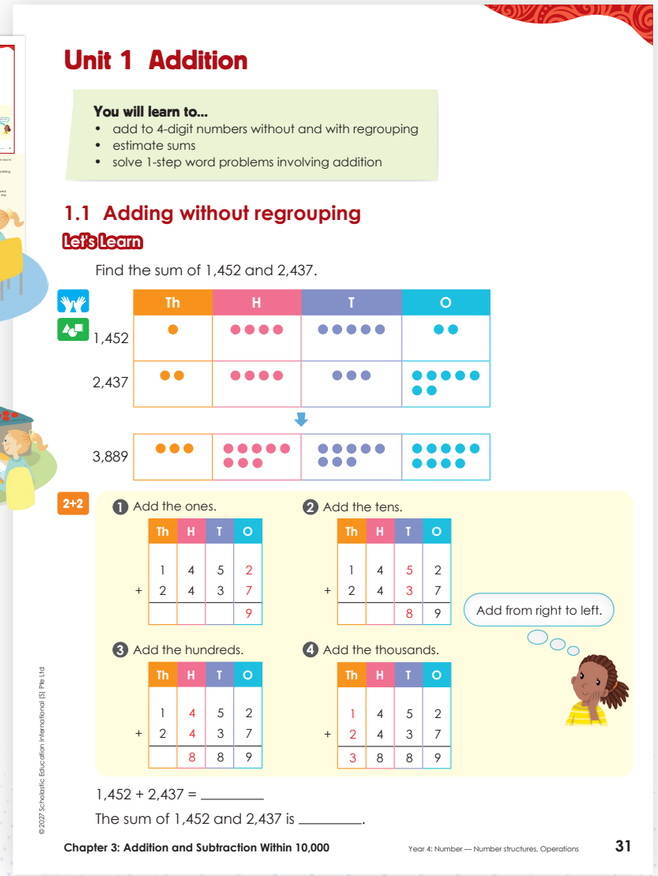
You Do Students independently apply and consolidate learning through practice.

Pictorial

Students then connect concrete learning to mathematical ideas, by using diagrams, models and visual representations.

2+2 Abstract

Concrete and Pictorial understanding is transitioned to abstract mathematical thinking by using numbers, symbols and mathematical notation.



Unit 1 Addition

You will learn to...
- add to 4-digit numbers without and with regrouping
- estimate sums
- solve 1-step word problems involving addition

1.1 Adding without regrouping

Let's Learn

Find the sum of 1,452 and 2,437.

	Th	H	T	O
1,452	●	●●●●	●●●●●	●●
2,437	●●	●●●●	●●●	●●●●● ●●
3,889	●●●	●●●● ●●●	●●●●● ●●●	●●●●● ●●●●

2+2

❶ Add the ones.

	Th	H	T	O
	1	4	5	2
+	2	4	3	7
				9

❷ Add the tens.

	Th	H	T	O
	1	4	5	2
+	2	4	3	7
			8	9

❸ Add the hundreds.

	Th	H	T	O
	1	4	5	2
+	2	4	3	7
		8	9	

❹ Add the thousands.

	Th	H	T	O
	1	4	5	2
+	2	4	3	7
	3	8	8	9

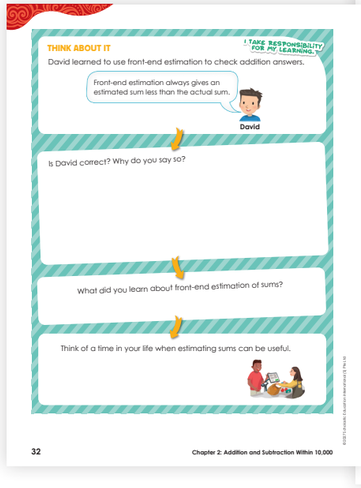
Add from right to left.

1,452 + 2,437 = _____

The sum of 1,452 and 2,437 is _____.

Multiple opportunities to teach mathematical reasoning and problem solving

PRIME™ Mathematics enables students to develop mathematical thinking, reasoning, communication and problem solving through purposeful discussion, reflection and rich learning experiences.



THINK ABOUT IT

I TAKE RESPONSIBILITY FOR MY LEARNING.

David learned to use front-end estimation to check addition answers.

Front-end estimation always gives an estimated sum less than the actual sum.

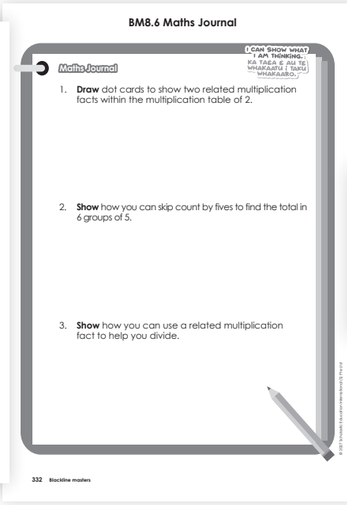
David

Is David correct? Why do you say so?

What did you learn about front-end estimation of sums?

Think of a time in your life when estimating sums can be useful.

32 Chapter 2: Addition and Subtraction Within 10,000



BM8.6 Maths Journal

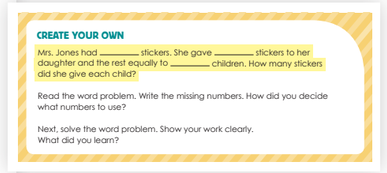
I CAN SHOW WHAT I AM THINKING. KA TAEA E AU TE WHAKAARO I TAKU WHAKAARO.

Maths Journal

1. **Draw** dot cards to show two related multiplication facts within the multiplication table of 2.
2. **Show** how you can skip count by fives to find the total in 6 groups of 5.
3. **Show** how you can use a related multiplication fact to help you divide.

332 Blackline masters

***Think About It*, *Math Journal* and *Create Your Own* are opportunities for students to reflect, pose questions, explore ideas and discuss problems.**



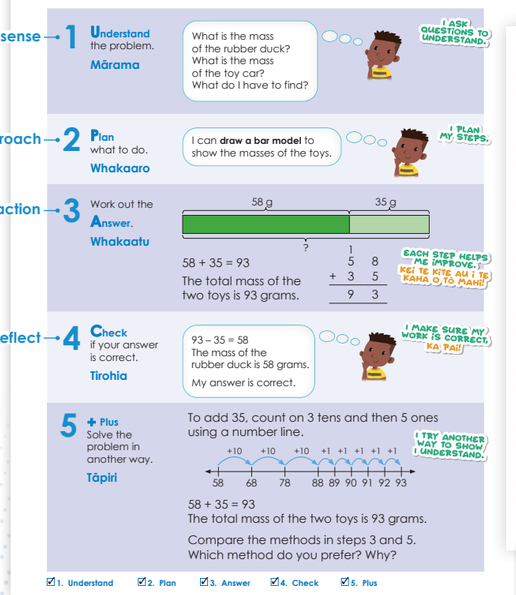
CREATE YOUR OWN

Mrs. Jones had _____ stickers. She gave _____ stickers to her daughter and the rest equally to _____ children. How many stickers did she give each child?

Read the word problem. Write the missing numbers. How did you decide what numbers to use?

Next, solve the word problem. Show your work clearly. What did you learn?

Aligned to The NZ Mathematics Investigation Cycle, the unique UPAC+ problem-solving process is a consistent scaffold for students to develop into proficient problem solvers.



3.1 Word problems

Let's Learn

A rubber duck has a mass of 58 grams.
A toy car has a mass of 35 grams.
What is the total mass of the two toys?

Make sense → 1 Understand the problem. Mārama

What is the mass of the rubber duck? What is the mass of the toy car? What do I have to find?

I ASK QUESTIONS TO UNDERSTAND.

Plan approach → 2 Plan what to do. Whakaaro

I can **draw a bar model** to show the masses of the toys.

I PLAN MY STEPS.

Take action → 3 Work out the Answer. Whakaatu

58 g, 35 g, ?

58 + 35 = 93

The total mass of the two toys is 93 grams.

EACH STEP HELPS ME IMPROVE. KEI TE KITE AU I TE KAHA O TO MAHI.

Reflect → 4 Check if your answer is correct. Tirohia

93 – 35 = 58
The mass of the rubber duck is 58 grams.
My answer is correct.

I MAKE SURE MY WORK IS CORRECT. KA PAI!

5 + Plus Solve the problem in another way. Tāpiri

To add 35, count on 3 tens and then 5 ones using a number line.

+10 +10 +10 +1 +1 +1 +1 +1

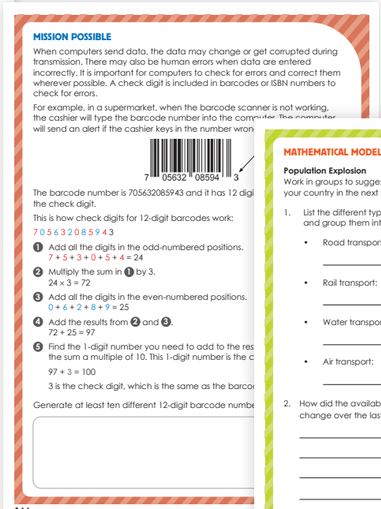
58 68 78 88 89 90 91 92 93

I TRY ANOTHER WAY TO SHOW I UNDERSTAND.

58 + 35 = 93
The total mass of the two toys is 93 grams.

Compare the methods in steps 3 and 5. Which method do you prefer? Why?

☑1. Understand ☑2. Plan ☑3. Answer ☑4. Check ☑5. Plus



MISSION POSSIBLE

When computers send data, the data may change or get corrupted during transmission. There may also be human errors when data are entered incorrectly. It is important for computers to check for errors and correct them wherever possible. A check digit is included in barcodes or ISBN numbers to check for errors.

For example, in a supermarket, when the barcode scanner is not working, the cashier will type the barcode number into the computer. The computer will send an alert if the cashier keys in the number wron

7 05632 08594 3

The barcode number is 70563208594 3 and it has 12 digi the check digit.

This is how check digits for 12-digit barcodes work:

7 0 5 6 3 2 0 8 5 9 4 3

❶ Add all the digits in the odd-numbered positions. 7 + 5 + 3 + 0 + 5 + 4 = 24

❷ Multiply the sum in ❶ by 3. 24 × 3 = 72

❸ Add all the digits in the even-numbered positions. 0 + 6 + 2 + 8 + 9 = 25

❹ Add the results from ❷ and ❸. 72 + 25 = 97

❺ Find the 1-digit number you need to add to the res the sum a multiple of 10. This 1-digit number is the c

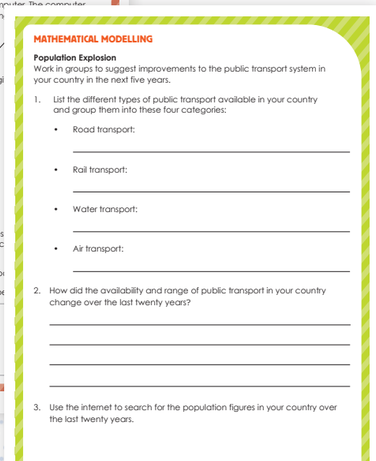
97 + 3 = 100

3 is the check digit, which is the same as the barco

Generate at least ten different 12-digit barcode numb

166

***Mission Possible* and *Mathematical Modelling* are opportunities for real-world application of multiple mathematical concepts and STEM thinking.**



MATHEMATICAL MODELLING

Population Explosion

Work in groups to suggest improvements to the public transport system in your country in the next five years.

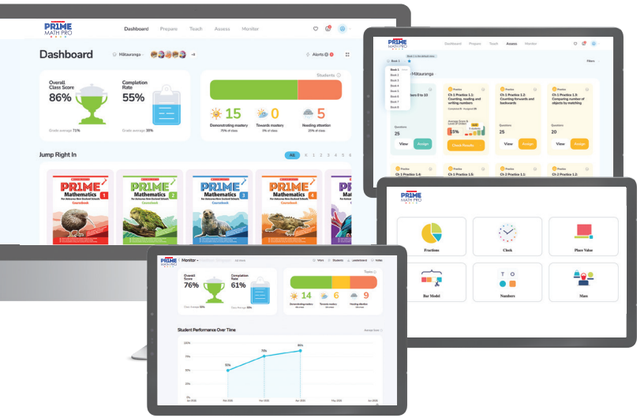
1. List the different types of public transport available in your country and group them into these four categories:
   - Road transport: _____
   - Rail transport: _____
   - Water transport: _____
   - Air transport: _____
2. How did the availability and range of public transport in your country change over the last twenty years? _____
3. Use the internet to search for the population figures in your country over the last twenty years.

Everything You Need in One Connected Digital Resource

PRIME™ Math Pro supports teaching, learning and assessment in one place.

All your resources in one place

Coursebooks, Teacher's Guides, Lesson Videos, Virtual Manipulatives, Task Assignments and Student Activity Reports are all instantly accessible on Math Pro.

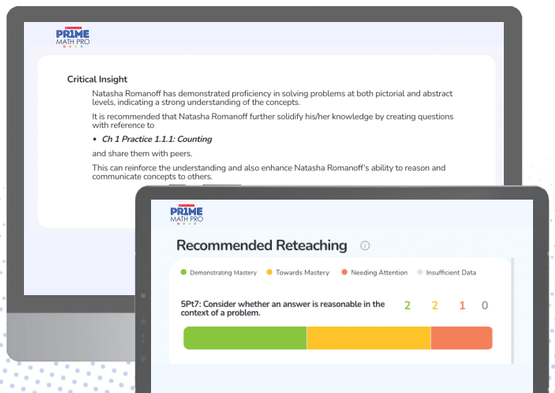


Clear front-of-class teaching

Interactive tools on Math Pro — including Virtual Manipulatives, Grouping, Masking, the Pro-teacher Tool Bar and instant access to relevant content — support clear, focused and engaging whole-class teaching.

Respond to student needs in real time

Immediate critical insights on student performance help teachers adjust instruction and provide targeted support just in time, avoiding learning deficit snowballs.



Professional learning that works in real classrooms

Delivered on site by experienced New Zealand maths consultants, our practical professional learning supports effective classroom implementation.

In 2025, Scholastic's maths consultants delivered 500+ onsite professional learning sessions across New Zealand

See the Impact in Your Classroom

Independent reviews by Dr Lester Flockton

Based on surveys and interviews with New Zealand schools that have used PRIME™ Mathematics for over 10 years, the following findings reflect authentic perspectives from teachers and school leaders on its impact:

- PRIME™ supports **consistent, high-quality teaching** through **a clear and carefully sequenced structure**.
- Concepts are **taught progressively** with reinforcement to **build deep understanding and confidence**.
- **Ready-to-use resources** and **embedded support reduce planning time** and **strengthen teaching practice**.
- PRIME™ helps students **build confidence, engagement and independence** in mathematics learning.
- Used in hundreds of New Zealand schools, PRIME™ has shown **strong impact on teaching and learning outcomes**.

Dr. Lester Flockton,
New Zealand Education Specialist
published the 4 reports shown below

To view full reports, scan QR code

Happy Voices from Kiwi Classrooms

Since its introduction in New Zealand in 2015, PRIME™ Mathematics has been embraced by hundreds of schools nationwide - the best proof comes from the schools themselves.

"PRIME™ has transformed our maths teaching with a clear, structured approach **grounded in the Science of Learning**. It supports deep understanding, meets diverse learner needs and has **significantly increased student engagement and motivation.**"

Western Heights School
(Henderson, Auckland, New Zealand)

"PRIME™'s clear and structured approach has strengthened teacher confidence and student engagement. It has built **strong mathematical understanding across year levels**, leading to **whole-school implementation**."

Freyberg Community School
(Te Atatū South, Auckland, New Zealand)

"PRIME™'s clear, structured approach builds strong mathematical understanding and **supports confident, engaged teachers and students** across the school."

Edendale Primary School
(Southland, New Zealand)

Image courtesy of Taonui School
Manawatu, New Zealand

Image courtesy of Fenwick School
Oamaru, New Zealand

Strong learning

Clear teaching

A comprehensive range of resources for Years 0–8 support teaching, learning, practice and assessment in a blended, print or digital environment allowing flexibility in instruction and learning.

STUDENT resources

Print

Coursebooks

Coursebooks serve as a guide for teacher-facilitated learning experiences for students. This core component provides the content and instruction for all stages of the learning process — readiness, engagement and mastery of concepts and skills.

Practice Books

Practice Books, correlated to the coursebooks, contain exercises and reviews for independent practice and formative and summative assessments.

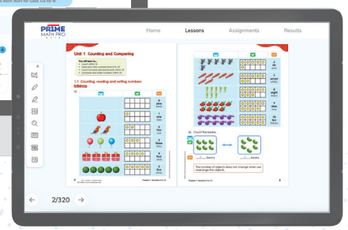
Digital

PRIME MATH PRO

Math Pro is a comprehensive digital platform that provides learning and assessment resources, fully aligned with PRIME™ Mathematics.

- ✓ Engaging digital resources, practice and assessment support learning at every stage
- ✓ Avatars, stars and teacher accolades encourage assignment completion and active participation
- ✓ Encouraging messages and wellbeing check-ins reduce maths anxiety and build confidence and resilience

Student's dashboard



Digital coursebooks available to students

TEACHER resources

Print

Big Books

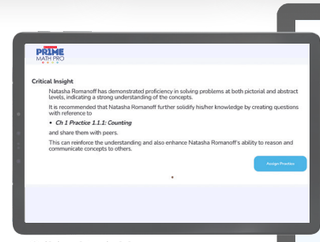
Big Books use rich visuals and meaningful real-life contexts to develop early problem-solving skills and mathematical thinking. They encourage discussion, reasoning and active participation, helping young learners make sense of mathematics in engaging and relatable ways. The Teacher's Guide for Big Books is available digitally.

Digital

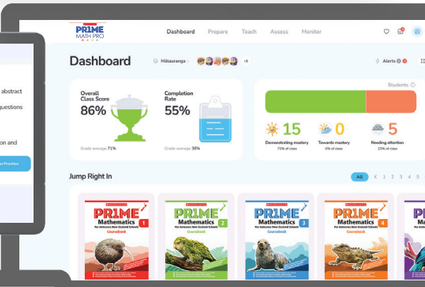
PRIME MATH PRO

Math Pro provides complete teaching, learning and assessment resources to support effective lesson delivery.

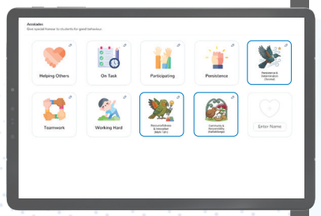
- ✓ Digital edition of Coursebooks, Practice Books and Teacher's Guides are supported with teaching tools such as point-of-use virtual manipulatives, videos and worksheets
- ✓ Digital Practice and Assessment offer systematic and regular practice
- ✓ Actionable Critrical Insights into students' learning, gaps and gains
- ✓ Teachers can recognise and motivate students through Accolades, encouraging engagement and positive learning behaviours



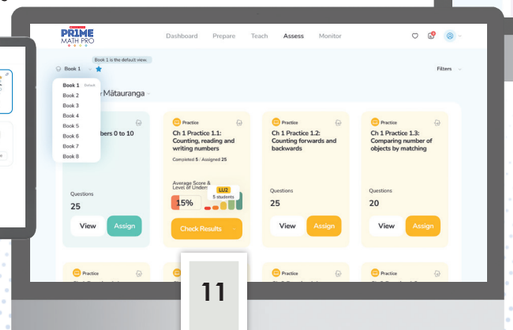
Critrical Insight



Teacher's dashboard



Accolades to reward good behaviour



Teachers can assign tasks to students

SCHOLASTIC

PR1ME™ Mathematics

For Aotearoa New Zealand Schools

Clear teaching • Strong learning • Proven results

Supported Every Step of the Way

PR1ME™ Mathematics has been a trusted resource in New Zealand classrooms for over 10 years.

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