

 SCHOLASTIC

PRIMETM



Mathematics

For Aotearoa New Zealand Schools

Clear teaching • Strong learning • Proven results

For use from 2021

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



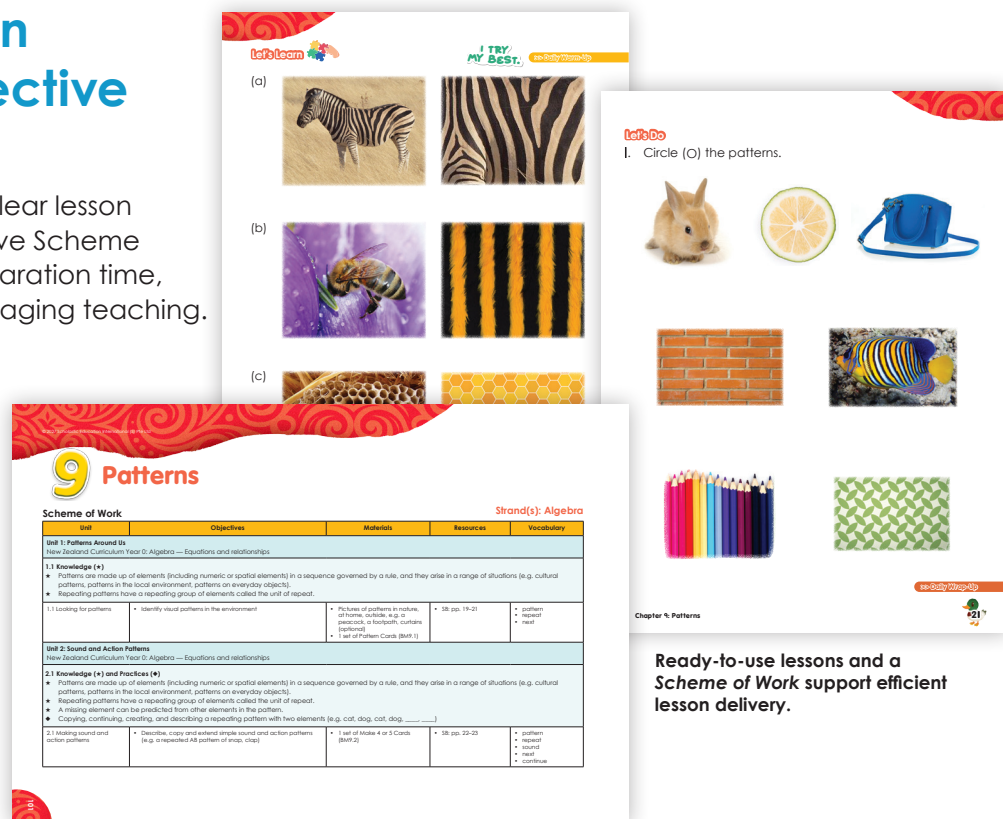
Programme Overview Years 0–8

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.



9 Patterns

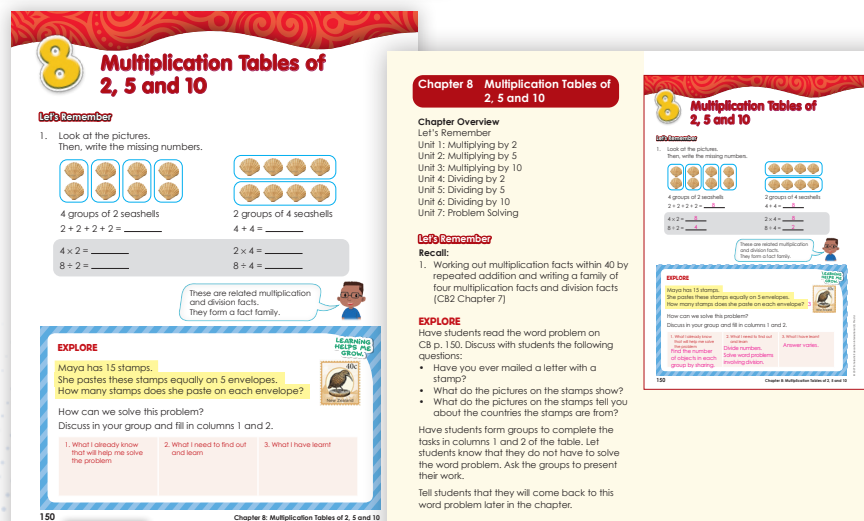
Scheme of Work

Unit	Objectives	Materials	Resources	Vocabulary
Unit 1: Patterns Around Us New Zealand Curriculum Year 0: Algebra — Equations and relationships				
1.1 Knowledge (+)	- Patterns are made up of elements (including numeric or spatial elements) in a sequence governed by a rule, and they arise in a range of situations (e.g. cultural patterns, patterns in the local environment, patterns on everyday objects). - Repeating patterns have a repeating group of elements called the unit of repeat.	- Patterns of elements in nature, e.g. zebra stripes, a butterfly's wings, a brick wall. - Unit of Pattern Cards (Book 1)	38 pp. 19–21	- pattern - repeat
1.1 Looking for patterns	Identify visual patterns in the environment.	- Patterns of elements in nature, e.g. zebra stripes, a butterfly's wings, a brick wall. - Unit of Pattern Cards (Book 1)	38 pp. 19–21	- pattern - repeat
Unit 2: Sound and Action Patterns New Zealand Curriculum Year 0: Algebra — Equations and relationships				
2.1 Knowledge (+) and Practice (W)	- Patterns are made up of elements (including numeric or spatial elements) in a sequence governed by a rule, and they arise in a range of situations (e.g. cultural patterns, patterns in the local environment, patterns on everyday objects). - Repeating patterns have a repeating group of elements called the unit of repeat. - A missing element can be predicted from other elements in the pattern. - Copying, continuing, creating, and describing a repeating pattern with two elements (e.g. cat, dog, cat, dog, ...).	- Patterns of elements in nature, e.g. zebra stripes, a butterfly's wings, a brick wall. - Unit of Pattern Cards (Book 1)	38 pp. 22–23	- pattern - repeat - sound - action - continue
2.1 Making sound and action patterns	Describe, copy and extend simple sound and action patterns (e.g. repeated AB pattern of snap, snap).	- Patterns of elements in nature, e.g. zebra stripes, a butterfly's wings, a brick wall. - Unit of Pattern Cards (Book 1)	38 pp. 22–23	- pattern - repeat - sound - action - continue

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.



8 Multiplication Tables of 2, 5 and 10

Let's Remember

1. Look at the pictures. Then, write the missing numbers.

4 groups of 2 seashells: $2 + 2 + 2 + 2 = \underline{\quad}$

2 groups of 4 seashells: $4 + 4 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$8 \div 2 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

These are related multiplication and division facts. They form a fact family.

EXPLORE

Maya has 15 stamps. She pastes these stamps equally on 5 envelopes. How many stamps does she paste on each envelope?

How can we solve this problem?

Discuss in your group and fill in columns 1 and 2.

1. What already know that will help me solve the problem?

2. What I need to find out and learn

3. What I have learnt

Chapter 8 Multiplication Tables of 2, 5 and 10

Chapter Overview

Let's Remember

Unit 1: Multiplying by 2

Unit 2: Multiplying by 5

Unit 3: Multiplying by 10

Unit 4: Dividing by 2

Unit 5: Dividing by 5

Unit 6: Dividing by 10

Unit 7: Problem Solving

Let's Remember

Recall:

1. Working out multiplication facts within 40 by repeated addition and writing a family of four multiplication facts and division facts (C8 Chapter 7)

EXPLORE

Have students read the word problem on C8 p. 150. Discuss with students the following questions:

- Have you ever mailed a letter with a stamp?
- What do the pictures on the stamps show?
- What do the pictures on the stamps tell you about the countries the stamps are from?

Have students form groups to complete the tasks in columns 1 and 2 of the table. Let students know that they do not have to solve the word problem. Ask the groups to present their work.

Tell students that they will come back to this word problem later in the chapter.

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

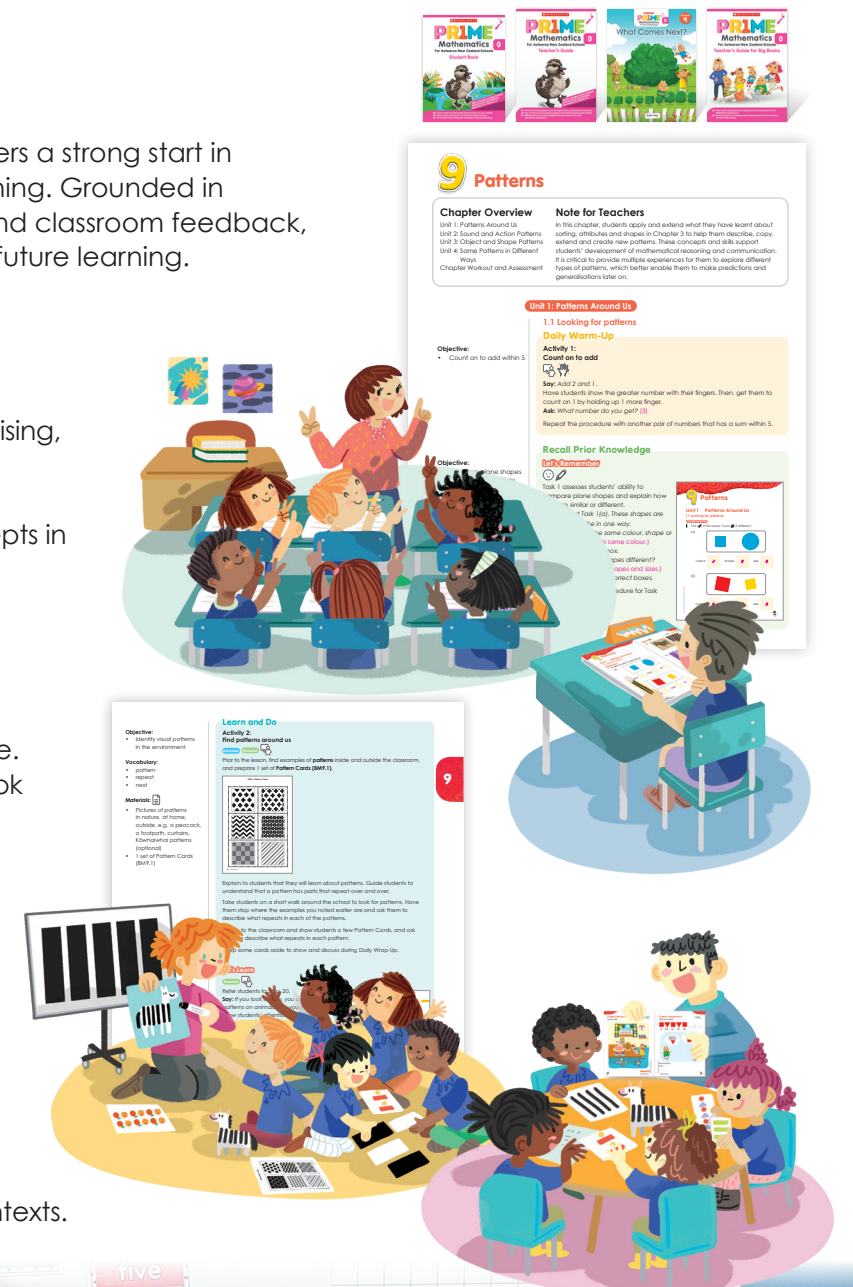
- Daily Warm-Up** activities such as counting, subitising, and number talks activate prior knowledge and assess readiness for new learning.
- Let's Remember & Quick Recall** revisit key concepts in preparation for new learning.

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.



9 Patterns

Chapter Overview

Unit 1: Patterns Around Us

Unit 2: Sound and Action Patterns

Unit 3: Object and Shape Patterns

Unit 4: Some Patterns in Different Ways

Note for Teachers

In this chapter, students apply and extend what they have learnt about adding, subtracting and shapes in Chapter 3 to help them describe, copy, extend and create new patterns. These concepts and skills support students' development of mathematical reasoning and communication. It is critical to provide multiple experiences for them to explore different types of patterns, which better enable them to make predictions and generalisations later on.

Unit 1: Patterns Around Us

1.1 Looking for patterns

Daily Warm-Up

Activity 1: Count on to add within 5

Objective: Count on to add within 5

Recall Prior Knowledge

Let's Remember

Ask 6 students to apply and extend what they have learnt about adding, subtracting and shapes in Chapter 3 to help them describe, copy, extend and create new patterns. These concepts and skills support students' development of mathematical reasoning and communication. It is critical to provide multiple experiences for them to explore different types of patterns, which better enable them to make predictions and generalisations later on.

Learn and Do

Activity 2: Find patterns around us

Objective: Identify visual patterns in the environment

Vocabulary: pattern, repeat

Materials: Patterns of elements in nature, e.g. zebra stripes, a butterfly's wings, a brick wall. Unit of Pattern Cards (Book 1)

Recall: Ask 6 students to apply and extend what they have learnt about adding, subtracting and shapes in Chapter 3 to help them describe, copy, extend and create new patterns. These concepts and skills support students' development of mathematical reasoning and communication. It is critical to provide multiple experiences for them to explore different types of patterns, which better enable them to make predictions and generalisations later on.

Image courtesy of Te Awa School Napier, New Zealand



PRIME™ Mathematics Years 1–8

PRIME™ 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.

PRIME™ 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.

Chapter 5: Mass

Unit	Objectives	Resources	Activities
Unit 1: Mass in Informal Units	- Estimate and measure the mass of an object in informal units. - Estimate and measure the mass of an object in informal units and express the mass in units.	1 pan balance per group 1 pencil per group 10 grams of modelling clay per group 20 wooden blocks per group	- CE: pp. 54–56 - PE: pp. 42–43 - Maths This Practice
Unit 2: Comparing masses in units	- Compare the mass of two or more objects measured in informal units. - Arrange objects in order according to their mass.	1 book per group 1 pencil per group 1 ruler per group 10 grams of modelling clay per group 20 wooden blocks per group	- CE: pp. 57–59 - PE: pp. 44–45 - Maths This Practice

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

Check for Readiness

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

5 Mass

Let's Remember

1. Look at the pictures. Then, write in the blanks.

a) The _____ is lighter than the lion.
b) The _____ is heavier than the lion.
c) The _____ is the heaviest.
d) Arrange the animals in order. Begin with the lightest.

(lightest)

EXPLORE

A can of soda contains 39 grams of sugar. A glass of orange juice contains 32 grams of sugar. Which drink contains more sugar? How much more?

How can we solve this problem?

Discuss in your group and fill in columns 1 and 2.

1. What I already know that will help me solve the problem

2. What I need to find out and learn

3. What I have learnt

Question 3

Look at the pictures. ⓐ

What are the missing numbers? ⓑ

a) The mass of box A is _____ units. ⓑ

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.

Unit 1 Mass in Informal Units

You will learn to...

- estimate, measure and compare the masses of objects using non-standard units

1.1 Estimating and measuring mass in units

Let's Learn

Tom wants to find out the number of blocks he needs to balance the toy aeroplane.

1. Look at the pictures. Then, write in the blanks.

a) The pair of scissors is as heavy as _____ matches.
b) The mass of the pair of scissors is _____ units.
c) Find the mass of each object. Each _____ stands for 1 unit.

The mass of the box is _____ units.

Use a match or a block as a unit.

My unit is _____.

Estimate the mass of these objects. Then, measure the masses using a pan balance.

Object	Estimate	Actual measure
pen	about _____ units	_____ units
notepad	about _____ units	_____ units
eraser	about _____ units	_____ units

8 blocks balance the toy aeroplane. The toy aeroplane is as heavy as 8 blocks.

When the pans balance, the objects in the pans have equal mass.

Concepts are taught using the CPA approach.

Let's Do

1. Answer the questions. Each _____ stands for 1 unit.

a) What is the mass of the blue bag? _____
b) What is the mass of the red bag? _____
c) What is the mass of the yellow bag? _____
d) Which bag is heavier than the blue bag? _____
e) Which bag is the heaviest? _____
f) Which bag is the lightest? _____
g) Arrange the bags in order. Begin with the heaviest.

(heaviest)

Practice

View Ch 4 Practice 1.1.1: Measuring and comparing masses in kilograms

Question 1

Look at the picture. ⓐ

What is the mass of the bag of rice? ⓑ

The mass of the bag of rice is _____ kilogram(s). ⓑ

Ch 4 Practice 1.1.1: Measuring and comparing masses in kilograms

Questions 8

View Assign

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.

Exercise 1.2 Comparing masses in units

Coursebook Recap

Each _____ stands for 1 unit.

1. Find the mass of the cap. Each marble (●) stands for 1 unit.

The cap is as heavy as _____ marbles.
The mass of the cap is _____ units.

2. Find the mass of each object. Each _____ stands for 1 unit.

a) The mass of the toy train is _____ units.
b) The mass of the bottle of shampoo is _____ units.

3. Use a match or a block as a unit.

My unit is _____.

Estimate the mass of these objects. Then, measure the masses using a pan balance.

Ch 4 Practice 1.1.1: Measuring and comparing masses in kilograms

Question 2

Look at the picture. ⓐ

Then, complete the sentence. ⓑ

Select from the dropdown menu. ⓑ

Practice

Ch 4 Practice 1.1.1: Measuring and comparing masses in kilograms

Questions 8

View Assign

Formative Assessment

Review 1

1. Count and match.

2. Count backwards to write the missing numbers.

3. Tick (✓) the correct sentence(s).

a) Compare groups A and B. Group A has more. ☐
b) Group A has as many objects as group C. ☐

BM4.1 Maths Journal

Question 1

Look at the pictures. ⓐ

1. Show how you can use the products in a multiplication table to find the products in another multiplication table.

2. Draw a bar model to represent 4×4 .

3. Draw two different bar models to represent $72 \div 9$.

Assessment

Chapter 04 Assessment: Mass

Questions 12

View Assign

Review

Review of Chapters 1 to 5

Questions 20

View Assign

Summative Assessment

Actionable insights help teachers plan effective instruction.

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.

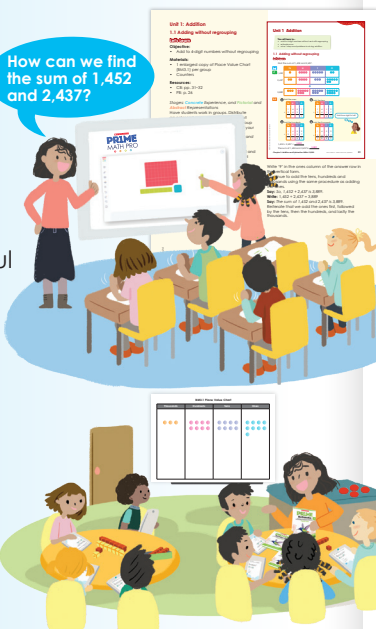
I Do Teacher explicitly models new concepts using step-by-step guidance and purposeful questioning from the Teacher's Guide.

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	1	4	5	2
2,437	2	4	3	7
3,889	3	8	8	9

2+2

1 Add the ones.

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

2 Add the tens.

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

3 Add the hundreds.

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

4 Add the thousands.

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

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

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

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

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.

TAKE RESPONSIBILITY FOR MY LEARNING

David

BM8.6 Maths Journal

Maths Journal

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

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?

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?

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?

2 Plan what to do.
Whakaaro

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

3 Work out the Answer.
Whakaatu

58 g 35 g

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

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

4 Check if your answer is correct.
Tirohia

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

5 + Plus
Solve the problem in another way.
Tāpiri

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

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?

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.

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 wrong.

The barcode number is 705632085943 and it has 12 digits 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

- Add all the digits in the odd-numbered positions.
7 + 5 + 3 + 0 + 5 + 4 = 24
- Multiply the sum in 1 by 3.
24 × 3 = 72
- Add all the digits in the even-numbered positions.
0 + 6 + 2 + 8 + 9 = 25
- Add the results from 2 and 3.
72 + 25 = 97
- Find the 1-digit number you need to add to the sum a multiple of 10. This 1-digit number is the check digit.
97 + 3 = 100
3 is the check digit, which is the same as the barcode number's last digit.

Generate at least ten different 12-digit barcode numbers.

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.

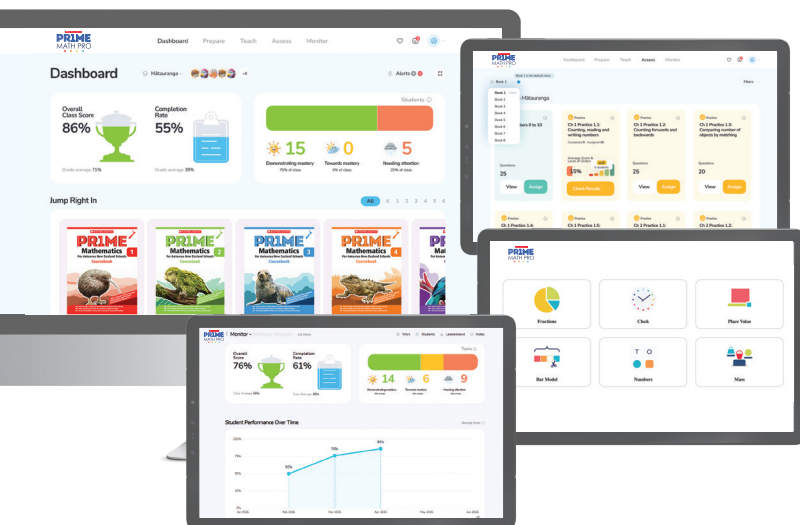
- List the different types of public transport available in your country and group them into these four categories:
 - Road transport:
 - Rail transport:
 - Water transport:
 - Air transport:
- How did the availability and range of public transport in your country change over the last twenty years?
- 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.

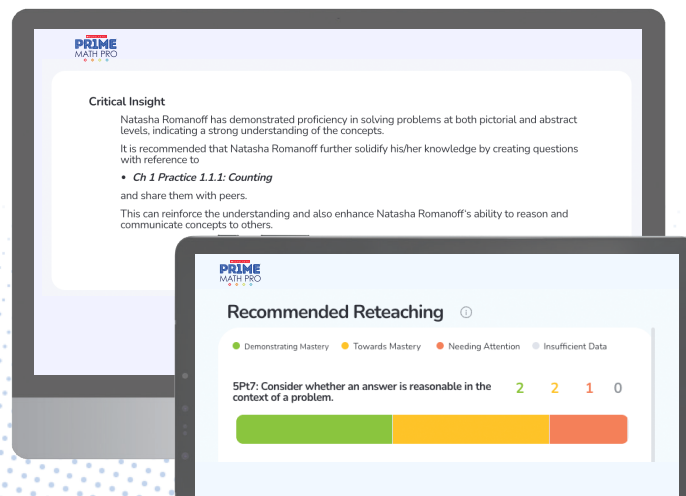
All your resources in one place

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



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.



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.



Professional learning that works in real classrooms

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



See the Impact in Your Classroom

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**.

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)

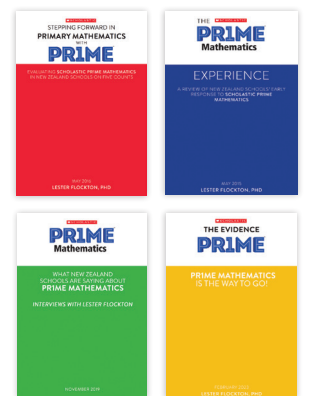
Image courtesy of Fenwick School
Oamaru, New Zealand



Image courtesy of Taonui School
Manawatu, New Zealand



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



To view full reports,
scan QR code

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.

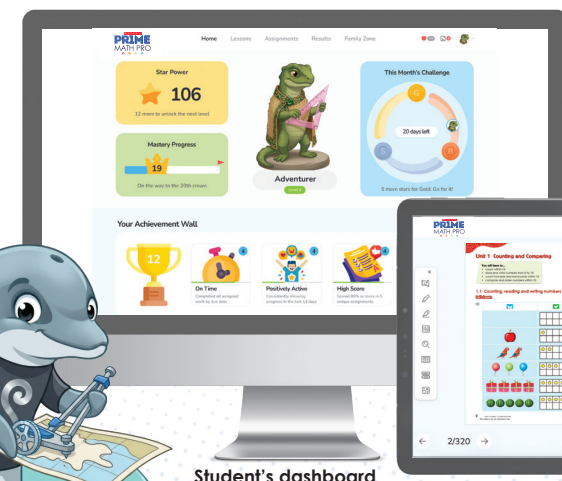


Digital

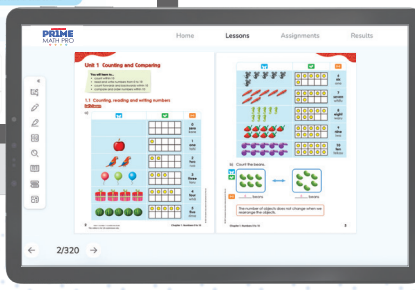
PRIME MATH PRO

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.

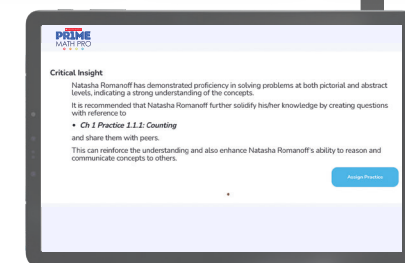


Digital

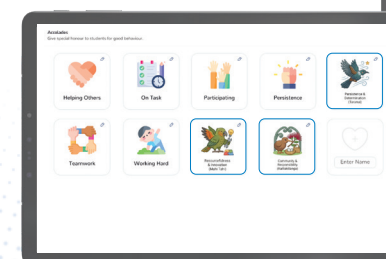
PRIME MATH PRO

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

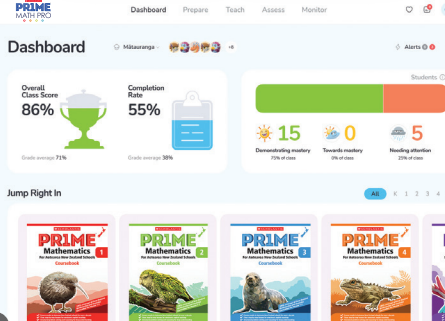
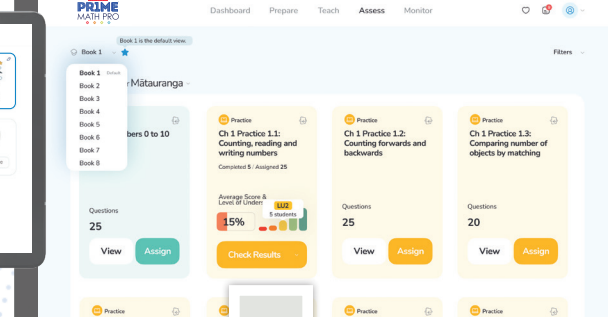
- ✓ Digital edition of Coursebooks, Practice Books and Teacher's Guides are supported with teaching tools such as point-of-use virtual manipulatives, videos and worksheets
- ✓ Digital Practice and Assessment offer systematic and regular practice
- ✓ Actionable Critical Insights into students' learning,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



Critical Insight



Accolades to reward good behaviour



Teacher's dashboard

Teachers can assign tasks to students

PRIMETM

Mathematics

For Aotearoa New Zealand Schools

Clear teaching • Strong learning • Proven results

Supported Every Step of the Way

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

Supported by regionally-based Maths Consultants and Scholastic teams across New Zealand – students report stronger engagement, confidence, and mathematical understanding, while teachers value the programme's clarity and support.



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Web QR



Facebook QR



Instagram QR

