# Full-year plan: Mathematics and Statistics, early level one

|  |  |  |  |
| --- | --- | --- | --- |
| Term One | Term Two | Term Three | Term Four |
| [All about us](https://nzmaths.co.nz/node/35789)  (Thematic unit) | [Greedy cat](https://nzmaths.co.nz/node/150)  (Sorting/displaying data) | [Pattern matching](https://nzmaths.co.nz/node/177)  (Transformation/symmetry) | [No way Jose](https://nzmaths.co.nz/node/127)  (Probability language) |
|
| [Frogs in ponds](https://nzmaths.co.nz/node/558)  (Number pairs) | [Learning](https://nzmaths.co.nz/node/38436) to count: Five-based grouping  (Identifying and making groups of 5) | [Knowing five](https://nzmaths.co.nz/node/16213)/[Using five](https://nzmaths.co.nz/node/16229)  (Grouping) | [Numerals and Expressions](https://nzmaths.co.nz/node/17587)  (Recording addition and subtraction) |
|
| [Dino cylinders](https://nzmaths.co.nz/node/429)  (Counting to measure) | [Shape makers](https://nzmaths.co.nz/node/188)  (Sorting/describing shapes) | [Passing time](https://nzmaths.co.nz/node/803)  (Time/sequencing events) | [Worms and more](https://nzmaths.co.nz/node/148)  (Measurement - length/area) |
|
| [The gingerbread man](https://nzmaths.co.nz/node/371)  (Measurement – length) | [Mary Mary quite contrary](https://nzmaths.co.nz/node/206)  (Repeating patterns) | [Tricky bags](https://nzmaths.co.nz/node/426)  (Measurement – volume/mass) | [Turns](https://nzmaths.co.nz/node/190)  (Angle) |
|
| [Scatter cat](https://nzmaths.co.nz/node/187)  (Language of position) | [Matariki Level 1](https://nzmaths.co.nz/node/36998)  (Thematic unit) | [Ten in the bed - patterns](https://nzmaths.co.nz/node/211)  (Simple number patterns) | [Learning to count: Counting  one-to-one](https://nzmaths.co.nz/node/38435)  (Trusting the count) |
|

This plan is a starting point for planning a mathematics and statistics teaching programme for a year. The resources listed cover about 50% of your teaching time. They provide broad coverage of the content of the strands of the NZC and the aspects of the LPF. Further resources need to be added to meet the specific learning needs of your class, to support your local curriculum and to provide sufficient teaching for a full year.