# Full-year plan: Mathematics and Statistics, late level two

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| Term One | Term Two | Term Three | Term Four |
| [Mathematical magic](https://nzmaths.co.nz/node/35782)  (Thematic unit) | [Popcorn](https://nzmaths.co.nz/node/431)  (Measurement – volume) | [Robots](https://nzmaths.co.nz/node/196)  (Describing direction/movement) | [Fun and fitness](https://nzmaths.co.nz/node/18270)  (Measurement/statistics) |
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| [Building on two-digit place value](https://nzmaths.co.nz/node/27897)  (Place Value – addition/subtraction) | [Multiplication stories](https://nzmaths.co.nz/node/672)  (Multiplication word problems) | [Number families and relationships](https://nzmaths.co.nz/node/17618)  (Add/sub families of facts) | [Letter patterns](https://nzmaths.co.nz/node/363)  (Investigating number patterns) |
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| [Paper planes level 2](https://nzmaths.co.nz/node/379)  (Measurement – length) | [Planning a statistical investigation](https://nzmaths.co.nz/node/153)  (Statistics) | [How long does it take?](https://nzmaths.co.nz/node/808)  (Measurement – time) | [Voting vitality](https://nzmaths.co.nz/node/473)  (Statistics) |
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| [Number lines and bead strings](https://nzmaths.co.nz/node/562)  (Addition/subtraction) | [Pede patterns](https://nzmaths.co.nz/node/358)  (Continuing/generalising patterns) | Additive strategies from [Book 5](https://nzmaths.co.nz/sites/default/files/Numeracy/numPDFs/NumBk5.pdf)  Multiplicative strategies from [Book 6](https://nzmaths.co.nz/sites/default/files/Numeracy/2008numPDFs/NumBk6.pdf)  (Choose appropriate) | [Fraction bits and parts](https://nzmaths.co.nz/node/676)  (Using fractions) |
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| [Honeycomb](https://nzmaths.co.nz/node/18269)  (2D and 3D shapes) | [Matariki level 2](https://nzmaths.co.nz/node/27085)  (Thematic unit) | [Cube and spinner challenges](https://nzmaths.co.nz/node/130)  (Fair games) | [In the garden](https://nzmaths.co.nz/node/178)  (Tessellation/transformations) |
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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.