# New Zealand Curriculum Mapping: SugarByHalf – Investigating ‘Lite’ Foods – Math – Years 5 & 6

Mathematics and Statistics

## Curriculum Level 3

### Number and Algebra

Number Strategies

* Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

Number Knowledge

* Know basic multiplication and division facts.

Equations and Expressions

* Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

## Curriculum Level 4

### Number and Algebra

Number Strategies and Knowledge

* Use a range of multiplicative strategies when operating on whole numbers.
* Understand addition and subtraction of fractions, decimals, and integers.
* Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals.
* Know the equivalent decimal and percentage forms for everyday fractions.
* Know the relative size and place value structure of positive and negative integers and decimals to three places.

Patterns and Relationships

* Generalise properties of multiplication and division with whole numbers.

English teaching - How to use:

To avoid this document expanding across several pages, we have cited the key indicators for one level, trusting that you will understand how they relate to key indicators at other levels.

For example, a key indicator for Processes and Strategies in Listening, Reading, Viewing at Level 3 reads:

“selects and uses a range of processing and comprehension strategies with growing understanding and confidence;”

The related indicator at Level 4 reads similarly:

“selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;”

And at Level 5:

“selects and uses appropriate processing and comprehension strategies with confidence;”

English

## Curriculum Level 2

## Listening, Reading, Viewing

### Processes and Strategies

Students will: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Key Indicators:

* selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;
* selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;

### Purposes and Audiences

Students will: Show some understanding of how texts are shaped for different purposes and audiences.

Key Indicators:

* recognises how texts are constructed for different purposes, audiences, and situations;
* understands that texts are created from a particular point of view;
* evaluates the reliability and usefulness of texts with some confidence.

### Ideas

Students will: Show a developing understanding of ideas within, across, and beyond texts.

Key Indicators:

* uses their personal experience and world and literacy knowledge to make meaning from texts;
* makes and supports inferences from texts with some independence.