

Mathematics Primary

Outcomes

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Mathematics Grade Primary

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Mathematics Grade Primary Outcomes

N01: Students will be expected to say the number sequence by

- 1s, from 1 to 20
- 1s, starting anywhere from 1 to 10 and from 10 to 1

Performance Indicators:

N01.01 Recite the number sequence from 1 to 20 and from 10 to 1.

N01.02 Name the number that comes after a given number, 1 to 9.

N01.03 Name the number that comes before a given number, 2 to 10.

N01.04 Recite number names from a given number to a stated number (forward 1 to 10, backward 10 to 1) using visual aids.

N02: Students will be expected to recognize, at a glance, and name the quantity represented by familiar arrangements of one to five objects or dots.

Performance Indicators:

N02.01 Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting.

N02.02 Identify the number represented by a given dot arrangement on a five-frame.

N03: Students will be expected to relate a numeral, 1 to 10, to its respective quantity.

Performance Indicators:

N03.01 Name the number for a given set of objects.

N03.02 Match numerals with their given pictorial representations.

N03.03 Hold up the appropriate number of fingers for a given numeral.

N03.04 Construct a set of objects corresponding to a given numeral.

N03.05 Record the numeral that represents the quantity of a given set of objects.

N04: Students will be expected to represent and describe numbers 2 to 10 in two parts, concretely and pictorially.

Performance Indicators:

N04.01 Show a given number as two parts (using fingers, counters, or other objects) and name the number of objects in each part.

N04.02 Show a given number as two parts, using pictures, and name the number of objects in each part.

N05: Students will be expected to compare quantities, 1 to 10, using one-to-one correspondence.

Performance Indicators:

N05.01 Construct a set to show more than, fewer than, or as many as a given set.

N05.02 Compare two given sets through direct comparison and describe the sets using words such as *more, fewer, as many as, or the same number as*.

N06: Students will be expected to demonstrate an understanding of counting to 10.

Performance Indicators:

- N06.01 Answer the question, How many are in the set? using the last number counted in a set.
- N06.02 In a fixed arrangement, starting in different locations, show that the count of the number of objects in a set does not change.
- N06.03 Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction.

PR01: Students will be expected to demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, and creating patterns using manipulatives, sounds, and actions.

Performance Indicators:

- PR01.01 Distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part that repeats.
- PR01.02 Reproduce a given repeating pattern and describe the pattern.
- PR01.03 Extend a variety of given repeating patterns to two more repetitions.
- PR01.04 Create a repeating pattern using manipulatives, musical instruments, or actions, and describe the pattern.
- PR01.05 Identify and describe a repeating pattern containing two or three elements in its core in the classroom, the school, and outdoors.

M01: Students will be expected to use direct comparison to compare two objects based on a single attribute, such as length, mass, volume, and capacity.

Performance Indicators:

- M01.01 Compare the length of two given objects and explain the comparison using words such as *shorter, longer, taller, or almost the same*.
- M01.02 Compare the mass of two given objects and explain the comparison using words such as *lighter, heavier, or almost the same*.
- M01.03 Compare the capacity of two given objects and explain the comparison using words such as *holds less, holds more, or holds almost the same*.
- M01.04 Compare the volume of two given objects and explain the comparison using words such as *bigger, smaller, or almost the same*.

G01: Students will be expected to sort 3-D objects using a single attribute.

Performance Indicators:

- G01.01 Sort a given set of familiar 3-D objects using one attribute, such as size or shape, and explain the sorting rule.
- G01.02 Explain the sorting rule used to sort a pre-sorted set.

G02: Students will be expected to build and describe 3-D objects.

Performance Indicators

- G02.01 Create a representation of a given 3-D object using building blocks and compare the representation to the original 3-D object.
- G02.02 Describe a given 3-D object using words such as *big, little, round, like a box, or like a can*.

