

Mathematics Primary

Foundational Outcomes

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

© Crown copyright, Province of Nova Scotia, 2020

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Outcomes Framework Grade Primary (2020-21)

In September 2020, teachers will be working hard to create a space that is safe and welcoming for all learners no matter the location of their “classroom”. The first weeks will still be a time to establish a sense of community, engage learners in rich interactive experiences to promote critical thinking and create opportunities for collaboration and discussion. This is an opportune time to develop a culture and a climate for mathematics learning, conducive to collaboration, risk taking and inquiry.

The **Foundational Outcomes** identified in this document represent outcomes determined to be relevant for future learning in mathematics. Decisions about foundational outcomes were made in consultation with teachers, provincial mathematics team, Board and Regional Centre staff. The foundational outcomes are meant to guide teachers in making decisions about creating learning experiences that will prepare and engage their learners in a responsive way. However, a teacher’s professional judgment remains the most important guide to effectively responding to the needs of their learners.

Colour coding has been used to identify outcomes and indicators as foundational (**green**), optional (**orange**) or non-foundational (**red**) for the 2020-2021 school year.

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: all indicators

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: all indicators

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

Performance Indicators: all indicators

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

Performance Indicators: all indicators

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

Performance Indicators: all indicators

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

Performance Indicators: all indicators

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: all indicators

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: all indicators

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

Performance Indicators: all indicators