

This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year. Each quarter lists the outcomes to be addressed in that approximate time period; the outcomes have been described and grouped using the [K – 9 Assessment and Reporting Guide | Mathematics](#). Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that spaced practice throughout the school year allows students multiple opportunities to deepen their learning and demonstrate their understanding. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that these scope and sequences do not replace the [Program of Studies](#).

First Reporting Period		Second Reporting Period				
Communication	Connections	Mental Math and Estimation	Problem Solving	Reasoning	Technology	Visualization
The mathematical processes will be modelled and developed throughout all strands and outcomes as much as possible.						
*See the Program of Studies for processes tagged to specific outcomes.						
<ul style="list-style-type: none"> ▪ Identify, describe and extend patterns using tables and charts. (PR1, PR2, PR3) ▪ Demonstrate an understanding of multiplication and division to solve problems. (N4, N5, N6, N7) <i>*the remainder of this synthesized outcome is completed later in the scope and sequence</i> ▪ Represent, compare, and order numbers to 10 000, pictorially and symbolically. (N1, N2) 	<ul style="list-style-type: none"> ▪ Construct and interpret pictographs and bar graphs involving many-to-one correspondence. (SP1, SP2) ▪ Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions. (N3) ▪ Demonstrate an understanding of congruency and symmetry. (SS5, SS6) ▪ Represent, describe, compare and relate fractions and decimals. (N8, N9, N10) 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of addition and subtraction of decimals. (N11) ▪ Solve problems involving one-step equations. (PR5, PR6, N3, N5, N6, N7) ▪ Demonstrate an understanding of area of regular and irregular 2-D shapes. (SS3, N5, N6, N7) ▪ Identify and explain mathematical relationships, using charts and diagrams, to solve problems. (PR4) 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of multiplication and division to solve problems. (N4, N5, N6, N7) ▪ Describe and construct right rectangular and right triangular prisms. (SS4, SS5) ▪ Read and record time and dates. (SS1, SS2, N8) 			