Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	NUMBER SENSE		
	VOCABULARY **Addend Approximate Array Commutative property Count Denominator Division Equal groups Facts Fraction Making 10 Mental math Multiplication Number line Number Sense Number sequence Numeral Numerator Odd Part of a whole Personal strategy Place value Product Property of zero Proportional Quantity Refine Sharing Skip count**		
	1. Say the number sequence 0 to 1000 forward and backward by: • **5s, 10s or 100s, using any starting point** • **3s, using starting points that are multiples of 3** • **4s, using starting points that are multiples of 4** • **25s, using starting points that are multiples of 25.**		
	2. Represent and describe numbers to 1000, concretely, pictorially and symbolically.		• **Cree language for numbers, Landbased manipulatives where possibles(berries, rocks)**
	3. Compare and order numbers to 1000.		
	4. Estimate quantities less than 1000, using referents.		
	5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.		• **Cree language for numbers, Landbased manipulatives where possible (berries, rocks)**
	6. Describe and apply mental mathematics strategies for adding two 2-digit numerals.		
	7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.		
	8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.		• **Cree language for numbers, Landbased manipulatives where possibles (berries, rocks)**
	9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by: • **using personal strategies for adding and subtracting with and without the support of manipulatives** • **creating and solving problems in context that involve addition and subtraction of numbers.**		

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	10. Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.		
	11. Demonstrate an understanding of multiplication to 5 × 5 by: • **representing and explaining multiplication using equal grouping and arrays** • **creating and solving problems in context that involve multiplication** • **modelling multiplication using concrete and visual representations, and recording the process symbolically** • **relating multiplication to repeated addition** • **relating multiplication to division.**		• **Cree language for numbers, Landbased manipulatives where possibles (berries, rocks), Perseverance, Observation**
	12. Demonstrate an understanding of division (limited to division related to multiplication facts up to 5 × 5) by: • **representing and explaining division using equal sharing and equal grouping** • **creating and solving problems in context that involve equal sharing and equal grouping** • **modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically** • **relating division to repeated subtraction** • **relating division to multiplication.**		
	13. Demonstrate an understanding of fractions by: • **explaining that a fraction represents a part of a whole** • **describing situations in which fractions are used** • **comparing fractions of the same whole that have like denominators.**		• **Cree language, Landbased, Observation, Perseverance, Land Based Learning Activities (outdoor experiences), Traditional Cooking**

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	PATTERNS AND RELATIONS		
	VOCABULARY **Algebraic expression Element Equation Expression Extend Increasing pattern Non-numerical pattern Numerical pattern Pictorial Pattern Pattern rule Symbol Variable Venn diagram**		
	1. Demonstrate an understanding of increasing patterns by: • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.		
	2. Demonstrate an understanding of decreasing patterns by: • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.		
	3. Sort objects or numbers, using one or more than one attribute.		
	4. Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.		• **Observation, Wisdom, Creativity**
	SHAPE AND SPACE		
	VOCABULARY **Calendar Centimetre Cone Cube Cylinder Days Dimension Direct measurement Edge Faces Gram (g) Height Hexagon Hour Indirect measurement Irregular polygon Irregular shape Kilogram Line segment Mass Meter Minute Month Non-standard measurement 3D object Octagon Orientation Pentagon Perimeter Pyramid Quadrilateral Regular polygon Regular shape Second Segment 2D shape Skeleton Sphere Triangle Vertex Weeks**		
MEASUREMENT	**1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).**		• **Creativity, Moon Calendar (measurement), Seasons (6), Traditional Stories, Elders Stories**

Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold [NICE TO KNOW are italics]	Season	Nehiyaw Ways of Knowing
	2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context.		• **Creativity, Moon Calendar (measurement), Seasons (6), Traditional Stories, Elders Stories**
	3. Demonstrate an understanding of measuring length (cm, m) by: • **selecting and justifying referents for the units cm and m** • **modelling and describing the relationship between the units cm and m** • **estimating length, using referents** • **measuring and recording length, width and height.**		• **Land based learning (collecting items, nature walks, building shelters), Cooking, Sewing**
	4. Demonstrate an understanding of measuring mass (g, kg) by: • **selecting and justifying referents for the units g and kg** • **modelling and describing the relationship between the units g and kg** • **estimating mass, using referents** • **measuring and recording mass.**		
	5. Demonstrate an understanding of perimeter of regular and irregular shapes by: • **estimating perimeter, using referents for cm or m** • **measuring and recording perimeter (cm, m)** • **constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter.**		• **Observation, Creativity, Land Based (Outdoor Activities), Beading**
3-D OBJECTS AND 2-D SHAPES	**6. Describe 3-D objects according to the shape of the faces and the number of edges and vertices.**		• **Observation, Creativity, Land Based (Outdoor Activities), Beading**
	7. Sort regular and irregular polygons, including: • **triangles** • **quadrilaterals** • **pentagons** • **hexagons** • **octagons** **according to the number of sides.**		

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STATISTICS AND PROBABILITY			
VOCABULARY **Axes Bar Graph Collect Data First hand data Linear equation List**			
DATA ANALYSIS	**1. Collect first-hand data and organize it using:** • **tally marks** • **line plots** • **charts** • **lists** **to answer questions.**		• **Observation, Creativity, Land Based (Outdoor Activities), Beading**
	2. Construct, label and interpret bar graphs to solve problems.		• **Creativity, Responsibility, Observation, Perseverance**

Vocabulary found in multiple strands					
English	Nehiyawewin	English	Nehiyawewin	English	Nehiyawewin
addition	akihta	horizontal		repeating	
analyze		hundred chart		represent	
apply	apachita	identify		set	
attribute		illustrate		solve	
classify		increasing		sort	tantowa
compare		interpret		sorting rule	
concrete	osihta	justify		standard	
create		label		subtraction	
decreasing	mamiskota	length		sum	mamawi-asta
demonstrate		less		symbolic	
describe		mass		tally marks	
develop		match		vertical	
diagonal		measure/measurement		whole	
diagram		model		whole numbers	
difference		more than		year	
digit		multiple			
equal sharing		number			
equation		one to one correspondence			
equivalent		order			
estimate		relate			
even		record	masinaha		
explain		referent			
grouping		relationship			

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