**Proposed Scope & Sequence: BC Redesigned Curriculum**

**Subject: Math – Big Ideas**

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| Domain | Kindergarten/ Maternelle | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Number representation  | Number represents and describes quantity: **Quantities can be decomposed into smaller parts.** | Number represents and describes quantity: **Numbers to 20 can be decomposed into 10’s and 1’s.** | Number represents and describes quantity: **Numbers to 100 can be decomposed into 10’s and 1’s.** | Number represents and describes quantity: **Parts of wholes can be represented by fractions.** | Number represents and describes quantity: **Parts of wholes can be represented by fractions and decimals.** | Number represents and describes quantity: **Parts of wholes can be represented by equivalent fractions.** | Numbers can be represented in many forms and reflect different relationships. | Numbers can be represented in many forms and reflect different relationships. |
| Number Sense &Operations | Developing computational fluency comes from a strong sense of number: **One-to-one correspondence and a sense of 5 and 10 are essential for working with numbers.** | Developing computational fluency comes from a strong sense of number: **Addition and subtraction can be modelled concretely, pictorially, and mentally, using strategies involving counting and making 10.** | Developing computational fluency comes from a strong sense of number: **Fluency in addition and subtraction with numbers to 100 requires understanding of place value and mental math strategies.** | Developing computational fluency comes from a strong sense of number: **Flexible decomposing and composing are used when adding, subtracting, multiplying, and dividing whole numbers.** | Developing computational fluency comes from a strong sense of number: **Patterns and relations within multiplication and division develop multiplicative thinking.** | Developing computational fluency comes from a strong sense of number: **Flexibility in working with numbers extends to operations with larger (multi-digit) numbers.** | Numeracy helps us to see patterns, communicate ideas, and solve problems. | Numeracy helps us to see patterns, communicate ideas, and solve problems. |
| Patterns | We use patterns to represent identified regularities and to form generalizations: **Repeating elements can be identified.** | We use patterns to represent identified regularities and to form generalizations: **Repeating elements can be identified.** | We use patterns to represent identified regularities and to form generalizations: **The regular change in increasing patterns can be identified.** | We use patterns to represent identified regularities and to form generalizations: **The regular change in increasing and decreasing patterns can be identified.** | We use patterns to represent identified regularities and to form generalizations: **The regular change in patterns can be represented using tools and tables.** | We use patterns to represent identified regularities and to form generalizations: **Number patterns can be expressed using variables in tables.** | Patterns allow us to see relationships and develop generalizations. | Patterns allow us to see relationships and develop generalizations. |
| Geometry &Measurement | We can describe, measure, and compare spatial relationships: **Objects have attributes.** | We can describe, measure, and compare spatial relationships: **Objects and shapes have attributes.** | We can describe, measure, and compare spatial relationships: **Objects and shapes have attributes.** | We can describe, measure, and compare spatial relationships: **Standard units are used to measure attributes of objects shapes.** | We can describe, measure, and compare spatial relationships: **Polygons are closed shapes with similar attributes.** | We can describe, measure, and compare spatial relationships: **Closed shapes have area and perimeter.** | Geometry and measurement empower us to make meaning of the world. | Geometry and measurement empower us to make meaning of the world. |
| Analyzing and interpreting data | Analyzing data and chance help us to compare and interpret: **Familiar events can be described as likely or unlikely.** | Analyzing data and chance help us to compare and interpret: **Concrete graphs show one-to-one correspondence**. | Analyzing data and chance help us to compare and interpret: **Concrete items can be represented pictorially in a graph.** | Analyzing data and chance help us to compare and interpret: **The likelihood of possible outcomes can be examined.** | Analyzing data and chance help us to compare and interpret: **Probability experiments develop an understanding of chance.** | Analyzing data and chance help us to compare and interpret: **Graphs can be used to show many-to-one correspondence.** | We can apply mathematics to inquiry questions and use it to communicate information and data.**AND**Data enable us to draw conclusions and make predictions in an unstable world. | We can apply mathematics to inquiry questions and use it to communicate information and data.**AND**Data enable us to draw conclusions and make predictions in an unstable world. |