

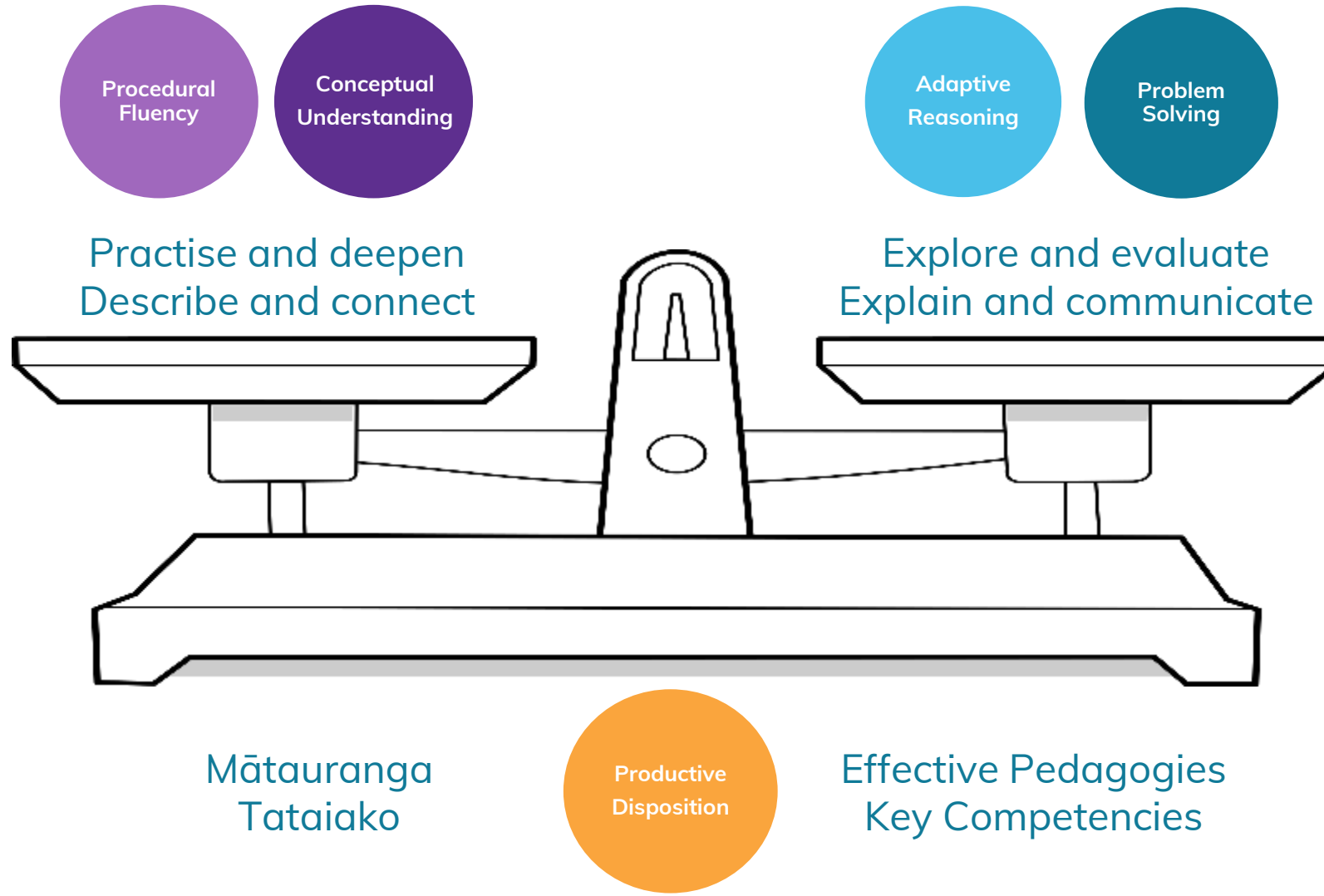
Nau mai

haere mai



Hui 5 – Families & whānau

A balanced experience



A balance can help reduce anxiety

Showcase the creativity and relevance of maths

A key way to reduce maths anxiety is to move away from focusing on right and wrong answers, and instead bring creative thinking and real-life applications to the fore.

For parents, caregivers, families, whānau who lack confidence or suffer from maths anxiety themselves, maths at home can cause stress and exacerbate a negative reaction, with long-lasting consequences for families.

How about setting fun maths activities that promote all the traits associated with mathematical competence, and that can have a positive impact on the learning and perceptions of maths at home for all tamaraki.

1 Learning at home

Families and whānau

Learning at home

Weekly plans to support your child's maths learning when they are unable to attend school.

Supporting school maths

Understanding and supporting classroom maths at home.

Maths at our house

Using everyday experiences to explore maths.

Maths kete

Free or low-cost items your child can use for exploring maths ideas.

FAQs and other resources

Frequently asked questions and links to other resources

1. Weekly plans: Using online resources

Each of these plans has five sessions. Each session has activities using the resources here on nzmaths that should take about 45 minutes. Feel free to pick and choose ideas from these plans to find activities for your child.

These weekly plans use e-ako maths, an online tool developed by the Ministry of Education. e-ako modules are more like classroom lessons than games, and therefore your child may require some guidance to get the most out of these. Number Facts is a learning tool on e-ako maths that finds out the number facts your child knows and teaches them the ones they don't.

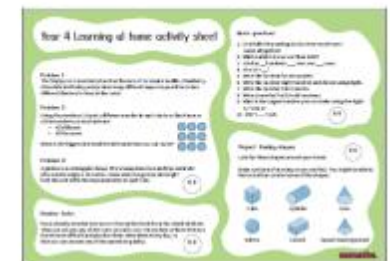
Getting started on e-ako maths

Your child's teacher may have already set up an account for them. If so use the login and password they have given you. If not, follow [these instructions](#) to set up an account.

2. Weekly plans: Using offline resources

These plans are designed to be printed and then completed offline over several days. Notes for whānau are included.

The activities include mathematical problems to solve, projects to work on, and number facts to practice. Some of the activities may require support from parents or whānau.



1.1 Weekly plans - using online resources

Year 4 week 2 (place value and measurement)

This week we focus on place value, and on measuring area.

This page suggests activities for each day. Click to [download a printable PDF](#) to help keep track of progress.

Day 1

Place value

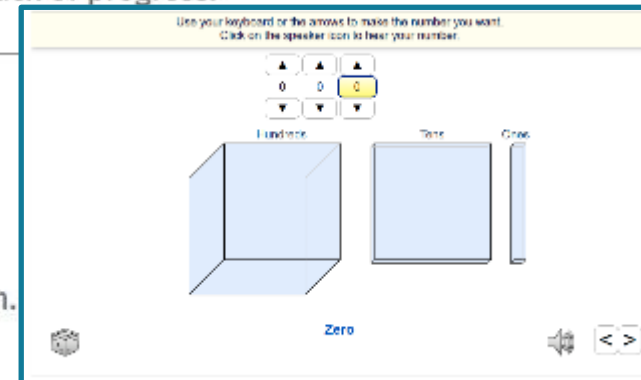
- Go to the [Modeling 3-digit numbers](#) learning object.
- Click on the dice at the bottom, then use the arrows at the top to make the number given.
- Make at least 10 numbers correctly.

Measurement e-ako

- Go to the measurement pathway in [e-ako maths](#).
- Choose e-ako M2.50 (the fifth yellow button on the second row).
- Work through pages 1-7.

Measurement activity

- Go to the activity [An Absorbing Challenge](#).
- Follow the instructions to complete a, b, and c.



1.1 Weekly plans - using online resources

WEEKLY PLANNER

Y4

Week 2 (place value and measurement)

This week we focus on place value, and on measuring area.

DAY 1

Place value

- Go to the [Modeling 3-digit numbers](#) learning object.
- Click on the dice at the bottom, then use the arrows at the top to make the number given. Click the question mark to check your answer.
- Make at least 10 numbers correctly.

Measurement e-ako

- Go to the measurement pathway in e-ako maths.
- Choose e-ako M2.50 (5th yellow button; 2nd row).
- Work through pages 1-7.

Measurement activity

- Go to the activity [An Absorbing Challenge](#).
- Follow the instructions to complete a, b, and c.

DAY 2

Place value

- Go to the activity [Place Value Thousands](#) and play the game with a family member.

Measurement e-ako

- Go back to e-ako M2.50 on the measurement pathway.
- Work through pages 8-13.

Measurement activity

- Go back to the activity [An Absorbing Challenge](#).
- Follow the instructions to complete d, e, and f.

DAY 3

Place value

- Go to the activity [Create 5000](#), and play the game with a family member.

Measurement e-ako

- Go back to e-ako M2.50 on the measurement pathway.
- Work through pages 14-23.

Measurement activity

- Go to [Squash](#) and follow the instructions for Activity 1. Instead of using children in a class you could use the people in your bubble and/or soft toys.

DAY 4

Place value

- Go to the activity [Hundreds, Tens and Ones](#), and play the game with a family member.

Measurement activity

- Go to the activity [Big and Small](#) and follow the instructions.


DAY 5

Place value

- Either choose one of the games you've played this week and play it again, or go back to the [Modeling 3-digit numbers](#) learning object and make at least 10 numbers.

Measurement activity

- Go to the activity [Book Cover rules](#) and follow the instructions.

 independent

 supported

 interaction

1.1 Weekly plans - using online resources: e-ako maths




Have fun learning important maths ideas

[Student login](#) [Student registration](#)


Teachers click here

It's simple to register on e-ako maths adventures




Here's what you do:


1. Go to <https://e-ako.nzmaths.co.nz> Click on the [Student Registration](#) button. Fill in your name and email address.
2. Choose a unique username and password. You will see a red warning if the username is already taken and you will need to choose again.
3. If you don't have a **join code** from your school, click on the [No join code?](#) button. Select the 'I am learning at home' option.
4. Click [Register](#) and you're ready to select a pathway and start learning.



5. Each of the coloured tiles on the e-ako learner home page represents an area of maths. Click on one of them to be taken to a pathway of learning for that area. For example, Geometry.
6. At the top right of each pathway is an "Info" lesson. Do this lesson first with your child as it will help you both learn how to use the site. You will only need to do it once. Lessons get harder as you move down the pathway from 1 (easiest) to 5 (hardest).



Need help?
There is live chat to offer technical support on the bottom of the homepage on www.nzmaths.co.nz



1.1 Weekly plans - using online resources: e-ako maths

e-ako

PLD360
maths adventures

maths adventures

Student pathways

Check out student content,
learn from the teacher tips

Create new class

Work with multiple classes



1.1 Weekly plans - using online resources: e-ako maths

<p>Additive thinking</p> <p>Points and trophies</p>	<p>Multiplicative thinking</p> <p>Points and trophies</p>	<p>Equations and expressions</p> <p>Points and trophies</p>
<p>Patterns and relationships</p> <p>Points and trophies</p>	<p>Geometry</p> <p>Points and trophies</p>	<p>Measurement</p> <p>Points and trophies</p>
<p>Probability and statistics</p> <p>Points and trophies</p>	<p>Number facts</p> <p>Points and trophies</p>	<p>Problem solving</p> <p>Points and trophies</p>

1.1 Weekly plans - using online resources: e-ako maths

 Tara also knows some other things about the patterns.



 Tick which are true.

- You see similar designs in traditional *moko*, which are permanent face or body tattoos.
- On *moko*, the designs are usually in black.
- In traditional *kōwhaiwhai*, the koru are usually white.
- Designs like this are in some Māori carvings.
- Moko* (tattoos) and carvings are made by master artists.
- In *kōwhaiwhai*, there are also designs like this, which are called crescents, or *kape*.
- Transformations, including reflection, rotation and translation, are used in making *kōwhaiwhai* patterns.



Points: 5 / 130

Page: 4 / 28

 Check Answers



1 Learning at home

Families and whānau

Learning at home

Weekly plans to support your child's maths learning when they are unable to attend school.

Supporting school maths

Understanding and supporting classroom maths at home.

Maths at our house

Using everyday experiences to explore maths.

Maths kete

Free or low-cost items your child can use for exploring maths ideas.

FAQs and other resources

Frequently asked questions and links to other resources

1. Weekly plans: Using online resources

Each of these plans has five sessions. Each session has activities using the resources here on nzmaths that should take about 45 minutes. Feel free to pick and choose ideas from these plans to find activities for your child.

These weekly plans use e-ako maths, an online tool developed by the Ministry of Education. e-ako modules are more like classroom lessons than games, and therefore your child may require some guidance to get the most out of these. Number Facts is a learning tool on e-ako maths that finds out the number facts your child knows and teaches them the ones they don't.

Getting started on e-ako maths

Your child's teacher may have already set up an account for them. If so use the login and password they have given you. If not, follow [these instructions](#) to set up an account.

2. Weekly plans: Using offline resources

These plans are designed to be printed and then completed offline over several days. Notes for whānau are included.

The activities include mathematical problems to solve, projects to work on, and number facts to practice. Some of the activities may require support from parents or whānau.



1.2 Weekly plans - using offline resources

Year 8 Learning at home activity sheet

Problem 1:

Can you design two dice so that if you roll them and add their totals only 6 and 12 come up?

Can you design two dice so that the only possible sums are 6 and 12 and both are equally likely?

How many different pairs of dice can you design that will work?

Problem 2:

A cube has a surface area of 54cm^2 . What is its volume?

Problem 3:

Peni takes 30 hours to paint a fence. Harry takes 20 hours to paint the same fence. How long does it take them to paint the fence together?

Number facts:

Complete the number facts each day. On the

Number facts to check:

$$\begin{array}{l} 30 \times 7 = \square \\ 120 \div 4 = \square \\ \square \times 0.9 = 6.3 \\ 2700 \div \square = 900 \\ 80 \times 40 = \square \\ \square \div 8 = 80 \\ 80 \times \square = 56 \end{array}$$

$$\begin{array}{l} 70 \times 7 = \square \\ 240 \div 8 = \square \\ \square \times 0.4 = 3.6 \\ 1800 \div \square = 300 \\ 70 \times 60 = \square \\ \square \div 9 = 90 \\ 30 \times \square = 24 \end{array}$$

ete one box

Quick questions:

1. What is 8^3 ?
2. What fraction is halfway between $\frac{2}{3}$ and $\frac{5}{6}$?
3. What is the formula for the area of a circle?
4. List the prime numbers less than 10.
5. Which is more, 1.22 or $\frac{7}{6}$?
6. How many equal length sides does a rhombus have?
7. If you toss a coin three times, what is the probability that it lands the same way up all three times?
8. If you have one of each New Zealand coin, what is their total value?
9. What is the square root of 144?
10. What is $26 \div 8$?

Project:

Estimate the volume of your house, then make measurements and calculate the volume as accurately as you can.

Running speed challenge:

The New Zealand record for running a marathon (42 kilometres) is about two hours. The New Zealand record for the 200 metre sprint is about 19 seconds. Which is faster, and by how much?

nzmaths.



1.2 Weekly plans - using offline resources

Year 8 Learning at home: Notes for parents

When your child finishes each activity, ask them to add a mouth to the face to show how they felt about that activity.



Problem 1:

The key to this problem is to put the same number on every face of one die. If, for example, one die has 5 on every face, then you know that die will always roll a 5. For the sum to be equally likely to be 6 or 12 the other die needs to have a 1 on three faces and a 7 on the other three faces.

This will work for any number on the first die. You could challenge your child by pointing out that the problem does not say you can't use fractions, decimals or negative numbers!

Problem 2:

A cube has six faces, each with the same surface area. Therefore, the surface area of each face of a cube with a total surface area of 54cm^2 is 9cm^2 .

If the area of one face of the cube is 9cm^2 then its edge length must be 3cm ($3 \times 3 = 9$).

The volume of a cube with edges 3cm long is $= 3\text{cm} \times 3\text{cm} \times 3\text{cm}$, which makes 27cm^3 .

Problem 3:

Find how much of the fence each person can paint in 1 hour.

Peni can paint $\frac{1}{30}$ of the fence per hour.

Harry can paint $\frac{1}{20}$ of the fence per hour.

Together, they can paint $\frac{1}{30} + \frac{1}{20}$ of the fence in 1 hour.

$$\frac{1}{30} + \frac{1}{20} = \frac{2}{60} + \frac{3}{60} = \frac{5}{60}$$

$\frac{5}{60}$ can be simplified to $\frac{1}{12}$.

If they can paint $\frac{1}{12}$ of the fence per hour it will take them 12 hours to paint the whole fence.

Questioning
Explaining
Justifying

Conjecturing
Proving
Generalising

Adaptive
Reasoning



2 Supporting school maths

Families and whānau

Learning at home

Weekly plans to support your child's maths learning when they are unable to attend school.

Supporting school maths

Understanding and supporting classroom maths at home.

Maths at our house

Using everyday experiences to explore maths.

Maths kete

Free or low-cost items your child can use for exploring maths ideas.

FAQs and other resources

Frequently asked questions and links to other resources

Supporting school maths

Kia ora, parents and whānau, thank you for supporting your child's maths learning at home ([read more](#)).



Introductory video

A video describing how you can support your child's learning in maths.



Number facts games

A collection of games to help your child improve their recall of basic number facts (addition and multiplication tables).



Maths tips by year level

This collection of pamphlets describes what children in each year level do in maths at school, and gives some ideas of how you can support your child's maths learning at home ([show links to files](#)).



Understanding your child's report

New Zealand schools develop their own reporting formats, so your child's report will not be the same as reports from other schools. This page provides [information to help understand your child's report](#).



Task sheets to work on at home


A [selection of problems and task sheets](#) has been collated for each primary school year level to enable you to help more with your child's maths learning at home.


2.1 Number Fact Games


These are linked to from online weekly activities


Supporting school maths


Kia ora, parents and whānau, thank you for supporting your child's maths learning at home ([read more](#))

 **Introductory video**
A video describing how you can support your child's learning in maths.

 **Number facts games**
A collection of games to help your child improve their recall of basic number facts.

 **Maths tips by year level**
This collection of pamphlets describes what children in each year level do in maths to support your child's maths learning at home ([show links to files](#)).

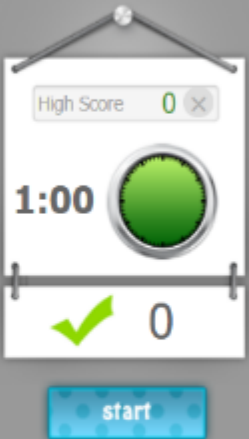
 **Understanding your child's report**
New Zealand schools develop their own reporting formats, so your child's report may vary. This page provides [information to help understand your child's report](#).

 **Task sheets to work on at home**
A [selection of problems and task sheets](#) has been collated for each primary school's maths learning at home.

Hundredths frames to 2

- Click Start
- Use your keyboard or the on-screen number pad to enter the number that completes the equation

$? + ? = 2$



Procedural Fluency

2.2 Maths tips – information sheets

Supporting school maths

Kia ora, parents and whānau, thank you for supporting your child's maths learning at home ([read more](#))



Introductory video

A video describing how you can support your child's learning in maths.



Number facts games

A collection of games to help your child improve their recall of basic number facts.



Maths tips by year level

This collection of pamphlets describes what children in each year level do in maths and how you can support your child's maths learning at home ([show links to files](#)).



Understanding your child's report

New Zealand schools develop their own reporting formats, so your child's report may look different. This page provides [information to help understand your child's report](#).



Task sheets to work on at home

A [selection of problems and task sheets](#) has been collated for each primary school year level to support your child's maths learning at home.

The New Zealand Curriculum BY THE END OF YEAR **4**

MATHEMATICS AT SCHOOL

To meet the standard your child will be learning to:

- work with numbers up to 1,000
- use their knowledge of 2, 3, 4, 5 and 10 times tables to solve problems
- find features of set, shapes and quantities
- make and explain patterns and explain the rule for the pattern
- sort objects and describe how they have been grouped (eg, shape and size)
- choose how you can best measure length, area, volume, capacity, weight, temperature and time
- use simple maps to show position and direction
- talk about events that will or will not happen
- make up questions to investigate their graphs and discuss their findings

Why is a small part of the staff and knowing your child's knowledge in order to know this? (check!) Talk to the teacher for more information about your child's learning.

Focus on number Doing near 40-60 percent of mathematics, focusing time will focus on number learning.

Work together... Help support your child's learning by building a good relationship with your child's teacher. Find out more on [how to help your child's learning at home](#).

MATHEMATICS AT HOME SUPPORTING YOUR CHILD'S MATHEMATICS

Use easy, everyday activities

Involve your child in:

- making lunch or a meal (eg, party or a treat) - make shopping lists, compare prices, calculate how much you need to buy, how many apples, bananas, weigh a loaf
- helping at the supermarket - choose items to weigh - how many apples, bananas, weigh a loaf
- looking for the best buy between different sizes of items (eg, 200g for \$2.00, 100g for \$1.00) or work on the amount of sugar or salt per serving
- setting the table - 100g, 50g, 10g
- looking for the best buy (you'll need to put into the machine what you want to buy, you'll need to be back before the next person)
- looking at all the ways to share 10 items (eg, 10 can members - talk about what they do to help them remember the sixes of numbers)
- working together - help them look for numbers and multiplication tables
- making fun shopping and number - shopping, shopping, shopping, shopping
- making fun shopping and number - shopping, shopping, shopping, shopping

Being positive about mathematics is really important for your child's learning - so if you don't enjoy it, it's ok to tell yourself at school.

The very best of all is making it fun! Making it fun is the best way to help your child learn. It's fun to do when you're at school. It's fun to do when you're at home. It's fun to do when you're at school. It's fun to do when you're at home.

For wet afternoons/school holidays/weekends

Get together with your child and:

- play card and board games that use number and thinking
- play a board game - which is the best value? Ask your child what they think they'll be doing with the money
- do a board game - again, puzzle
- cook or bake - use measuring cups, spoons, scales and tasters
- roll a dice - make up a story or make a drawing, or make a drawing of the die
- make paper darts and change the weight on them, to see how they fly and what they do
- make a shopping list - how long will it take to get to the shop?
- make a shopping list - how long will it take to get to the shop?
- make a shopping list - how long will it take to get to the shop?
- make a shopping list - how long will it take to get to the shop?

Support your child... At school, home and wherever you play a big part in your child's learning every day, and you can support and help them when they're at school too.

www.nzcurriculum.govt.nz/Parents

2.3 Task sheets to work on at home

Student task sheets

Supporting school maths

Kia ora, parents and whānau, thank you for supporting your child's maths learning at home ([read more](#))

- Introductory video**
A video describing how you can support your child's learning in maths.
- Number facts games**
A collection of games to help your child improve their recall of basic number facts.
- Maths tips by year level**
This collection of pamphlets describes what children in each year level do in maths to support your child's maths learning at home ([show links to files](#)).
- Understanding your child's report**
New Zealand schools develop their own reporting formats, so your child's report may be different. This page provides [information to help understand your child's report](#).
- Task sheets to work on at home**
A selection of [problems and task sheets](#) has been collated for each primary school year level to support your child's maths learning at home.

Problem Solving

Task notes | It's a problem

Y2

▶ Notes for parents. Activity next page.


The purpose of this task is to help your child to:

- use materials, drawings and numbers to work out a problem
- show different ways of solving a problem
- talk about **how** they solve a problem and **why** they did it that way
- enjoy working out maths problems

You may like to print the task sheet on the next page:

Here's what to do:

- Have paper, a pencil or crayons/felt pens, and some counting materials (e.g. dried beans, buttons, bottle tops, counters) ready.




- Choose one problem that appeals to you and read it with your child (you may like to cut it out).
- Have your child explain to you what the problem is asking them to do and how they might go about working it out.
- Give them time and encouragement to solve it.
- Listen carefully as your child explains their solution/s and tell them what you like about what they have done.
- Try another problem when you're both ready.


Page 1 of 2 <https://nzmaths.co.nz/year-2-tasks>


Activity | Problems to solve


Y2


Write down how much of this shape is coloured. 


Draw other shapes you know and colour in this amount of each shape.


There are 20 wheels altogether on the cars and bikes parked in the driveway. 


What might be parked there? 


When children in Sam's class got into groups of four, one child was left out. 

How many children might there be in Sam's class? 

Mum got 11 text messages altogether on Monday and Tuesday. 

How many texts could she have received on each day? 

What numbers up to 100 can you make using 1, 0, 2, 7, 8 and 4? 

A group of six squares are joined together. What might the joined squares look like? 

Page 2 of 2 <https://nzmaths.co.nz/year-2-tasks>

3 Maths at our house

Families and whānau

Learning at home

Weekly plans to support your child's maths learning when they are unable to attend school.

Supporting school maths

Understanding and supporting classroom maths at home.

Maths at our house

Using everyday experiences to explore maths.

Maths kete

Free or low-cost items your child can use for exploring maths ideas.

FAQs and other resources

Frequently asked questions and links to other resources

Maths at our house

This section provides some ideas for how you can raise awareness and share mathematics **using everyday experiences** and **resources found around your home**. It includes ideas for supporting your children's learning in all areas of mathematics: geometry, measurement, statistics, algebra and number.



[Cooking](#) ↗



[Going places](#) ↗



[Reading](#) ↗



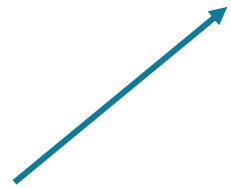
[Gardening](#) ↗



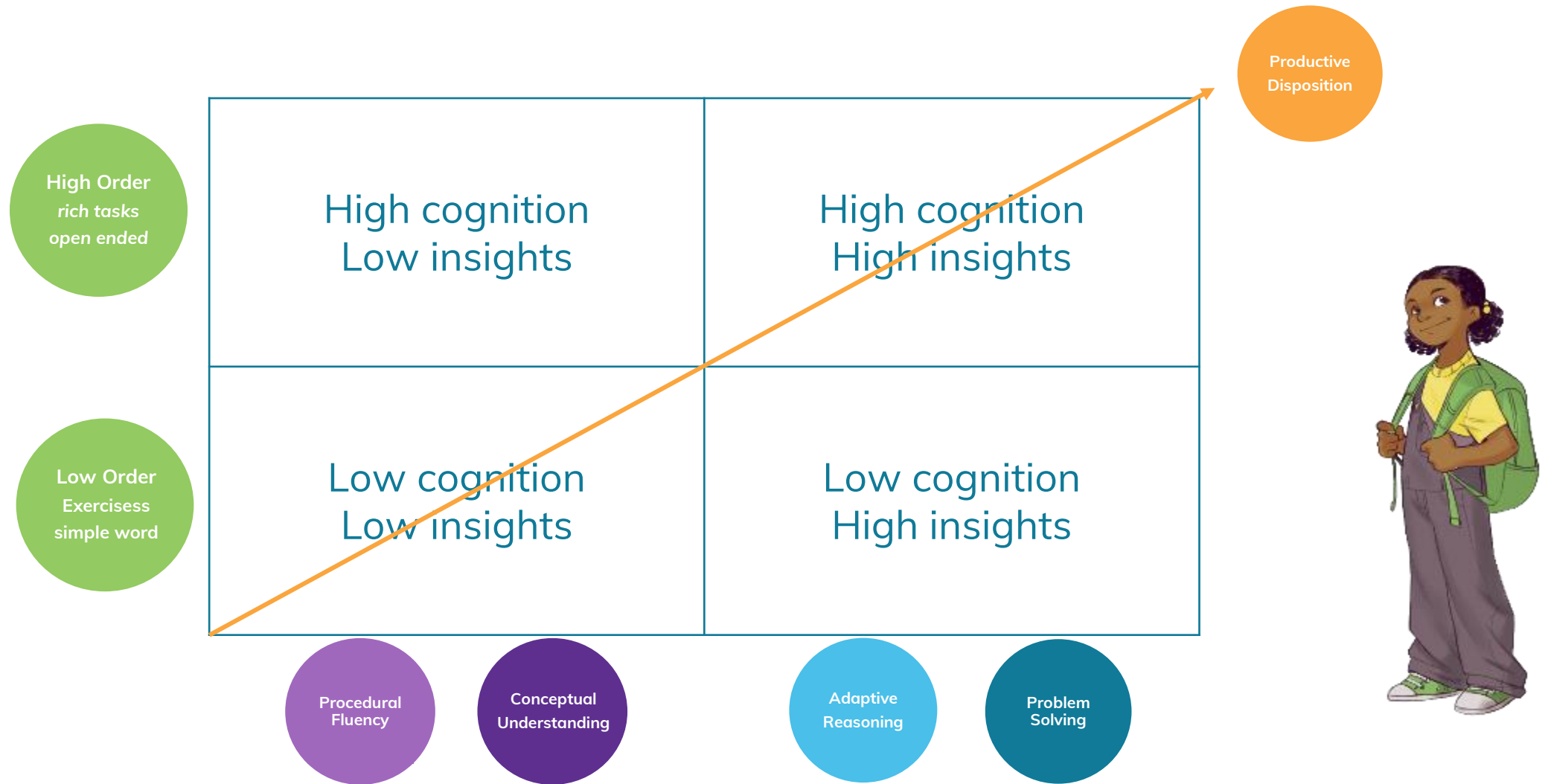
[Shopping](#) ↗



[Playing games](#) ↗



A snapshot for Hui 6 – Diverse needs



NZ Maths is supporting us with that balance

Year 8 Learning at home activity sheet

Problem 1:

Can you design two dice so that if you roll them and add their totals only 6 and 12 come up?

Can you design two dice so that the only possible sums are 6 and 12 and both are equally likely?

How many different pairs of dice can you design that will work?

Problem 2:

A cube has a surface area of 54cm^2 . What is its volume?

Problem 3:

Peni takes 30 hours to paint a fence. Harry takes 20 hours to paint the same fence. How long does it take them to paint the fence together?

Number facts:

Complete the number facts on the attached sheet. You can complete one box each day. On the fifth day, make up some examples of your own.

Quick questions:

1. What is 8^3 ?
2. What fraction is halfway between $\frac{2}{3}$ and $\frac{3}{5}$?
3. What is the formula for the area of a circle?
4. List the prime numbers less than 10.
5. Which is more, 1.22 or $\frac{7}{6}$?
6. How many equal length sides does a rhombus have?
7. If you toss a coin three times, what is the probability that it lands the same way up all three times?
8. If you have one of each New Zealand coin, what is their total value?
9. What is the square root of 144?
10. What is $26 \div 8$?

Project:

Estimate the volume of your house, then make measurements and calculate the volume as accurately as you can.

Running speed challenge:

The New Zealand record for running a marathon (42 kilometres) is about two hours. The New Zealand record for the 200 metre sprint is about 19 seconds. Which is faster, and by how much?

nzmaths.



Working with kaiako to create a balanced 'diet'

High Order
rich tasks
open ended

Project:

Estimate the volume of your house, then make measurements and calculate the volume as accurately as you can.



Problem 1:

Can you design two dice so that if you roll them and add their totals only 6 and 12 come up?

Can you design two dice so that the only possible sums are 6 and 12 and both are equally likely?

How many different pairs of dice can you design that will work?

Problem 3:

Peni takes 30 hours to paint a fence. Harry takes 20 hours to paint the same fence. How long does it take them to paint the fence together?

Number facts:

Complete the number facts on the attached sheet. You can complete one box each day. On the fifth day, make up some examples of your own.

Quick questions:

1. What is 8^2 ?
2. What fraction is halfway between $\frac{2}{3}$ and $\frac{3}{4}$?
3. What is the formula for the area of a circle?
4. List the prime numbers less than 10.
5. Which is more, 1.22 or $\frac{7}{6}$?
6. How many equal length sides does a rhombus have?
7. If you toss a coin three times, what is the probability that it lands the same way up all three times?
8. If you have one of each New Zealand coin, what is their total value?
9. What is the square root of 144?
10. What is $26 \div 8$?



Running speed challenge:

The New Zealand record for running a marathon (42 kilometres) is about two hours. The New Zealand record for the 200 metre sprint is about 19 seconds. Which is faster, and by how much?

Problem 2:

A cube has a surface area of 54cm^2 . What is its volume?

Low Order
Exercises
simple word

Procedural
Fluency

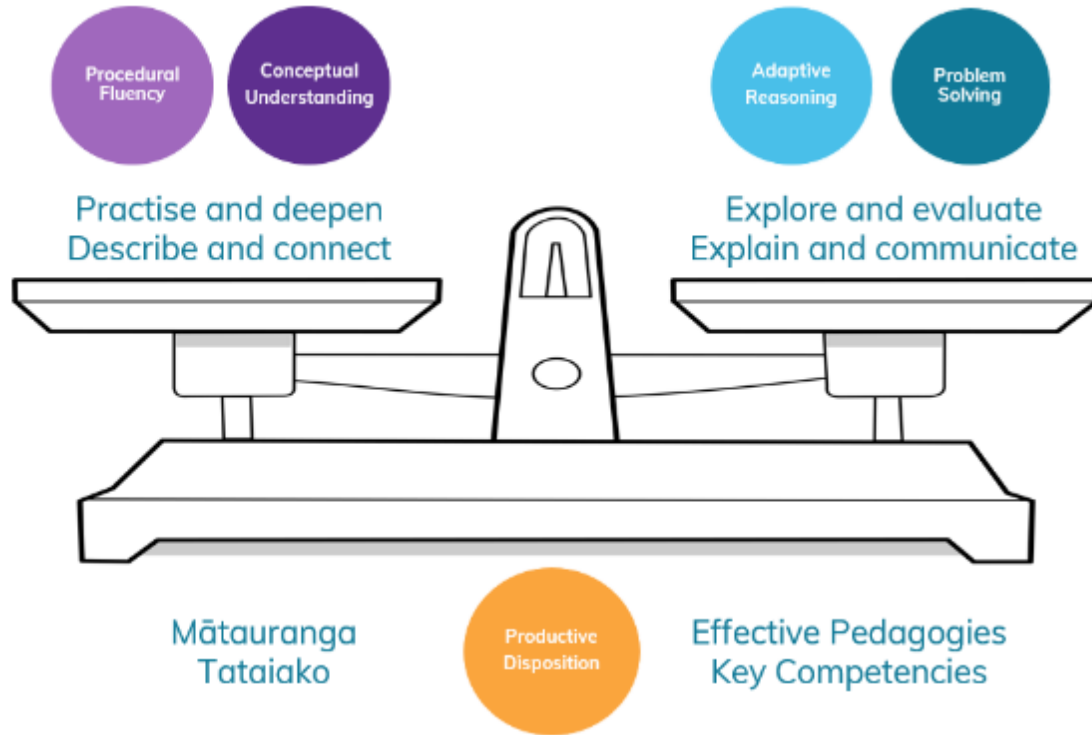
Conceptual
Understanding

Adaptive
Reasoning

Problem
Solving



NZMaths – A great starting point



Online- weekly

- E-ako adventures
- Games
- Problems

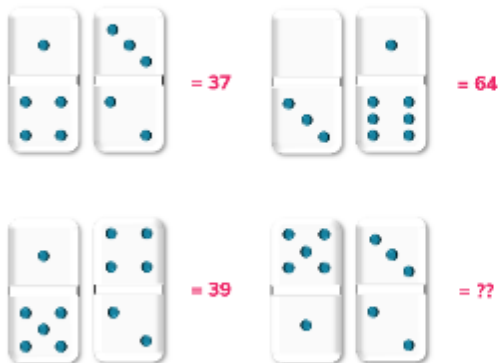
Offline – weekly

- Problems
- Project
- Quick Fire and number facts



Just-in-Time Maths – Rapid Routines

recallNreason



Domino Detectives

Aim – To solve and explain what the mystery number is

There is a pattern hidden in the dominoes that, once identified will help you work out what the missing number is?

1. Work out what you think the missing number is.
2. Explain your thinking.
3. Create another one like this to share
4. How could you change the puzzle to use different:
 - place value positions eg 3-digits, tenths and ones
 - operations
 - positions or number of dominoes

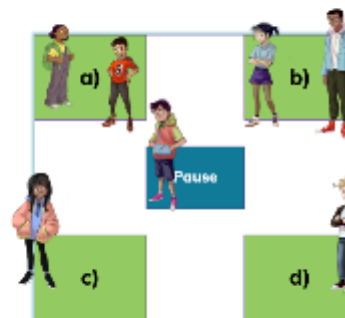
Get that creative thinking flowing

moveNprove



These cookies are sold in packs of 10.
How many packs do I need to buy to give all 32 ākongā one each?

- a. 1
- b. 2
- c. 3
- d. 4



Communicating – written, symbolic, verbal, concrete
Justifying – prove, defend, challenge,
Collaborating – learning together, listening, sharing
Thinking – curiosity, creativity, expressive

Families and whānau can see what is important

Productive
Disposition



Connect to prior learning

Knowing the 'what', 'why', 'how'
Diagnosing what they bring
Building on their experiences

Supportive environment

Social and cultural contexts
Building positive relationships
Acceptance of ideas

Encourage reflection

Opportunities to think critically
Targeted use of 'rich tasks'
Talk moves

Enhance new learning

Stimulating curiosity
Clarity of learning objectives
Encourage student voice

Opportunities to learn

Planning reactivation
Sequencing tasks/lessons
Assessing 'on the run'

Shared Learning

Embed & role model values
Reflective peer discourse

Teaching as inquiry

Measuring our impact
Repertoires of routines

Initial insights from...

Andrew Tagg – how else NZ Maths is supporting family and whānau

Marie Hirst - repertoire of games to share

One Tree Point School - using rapid routines remotely

Open up for further discussion
and where to for Hui 6