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# Breaking Barriers - Overview of student progress

**Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Introductory activities to work in parallel**

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| --- | --- | --- | --- | --- | --- | --- |
| **Pattern and algebra** | | Thumbs up signadd date | **Counting** | | **Numbers and the Number system** | Thumbs up signadd date |
| 1 Simple repeating patterns | |  | Dated Comments: | | 1 Exploring Numicon shapes and the Baseboard |  |
| 2 Pattern, direction and orientation | |  | 2 Matching Numicon shapes |  |
| 3 More complex repeating patterns | |  | 3 Making comparisons to understand ‘bigger’ |  |
|  | |  | 4 Making comparisons to understand ‘smaller’ |  |
|  | |  | 5 Matching Numicon shapes and Patterns |  |
|  | |  | Making comparisons using the language of comparison |  |
| **Date started** | **Strand and Activity Group Number** | | | **Activity Group Title** | |  |
|  | Pattern and Algebra 4 | | | *Similarities and differences, sorting* | |  |
|  | Numbers and the number system 7 | | | *Learning to order the Numicon shapes* | |  |
|  | Numbers and the number system 8 | | | *Securing ordering the Numicon shapes* | |  |
|  | Numbers and the number system 9 | | | *Beginning to learn Numicon shape patterns* | |  |
|  | Numbers and the number system 10 | | | *Giving the Numicon shapes their number names* | |  |
|  | Numbers and the number system 11 | | | *Labelling the shapes with numerals* | |  |
|  | Pattern and Algebra 5 | | | *Connecting repeating patterns with numbers* | |  |
|  | Numbers and the number system 12 | | | *How many from Numicon shape patterns* | |  |
|  | Pattern and Algebra 6 | | | *Equivalence – amounts and measures* | |  |
|  | Pattern and Algebra 7 | | | *Odd and even* | |  |
|  | Pattern and Algebra 8 | | | *Reasoning about numbers* | |  |
|  | Calculating 1 | | | *Practical adding- starting with the total* | |  |
|  | Calculating 2 | | | *Practical adding- combining to find how many altogether* | |  |
|  | Calculating 3 | | | *Practical adding- adding more* | |  |
|  | Calculating 4 | | | *Practical subtracting-take away* | |  |
|  | Calculating 5 | | | *Practical subtracting- decrease* | |  |
|  | Calculating 6 | | | *Practical subtracting- comparing and difference* | |  |
|  | Calculating 7 | | | *Practical subtracting- comparing and how many more to make equal* | |  |
|  | Numbers and the number system 13 | | | *Building and naming teen numbers* | |  |
|  | Numbers and the number system 14 | | | *Teen numbers - notation* | |  |
|  | Calculating 8 | | | *Introducing the + symbol* | |  |
|  | Pattern and Algebra 9 | | | *Introducing the < and > symbols – comparing amounts and measures* | |  |
|  | Pattern and Algebra 10 | | | *Introducing the = symbol* | |  |
|  | Numbers and the number system 15 | | | *Comparing and ordering to 20* | |  |
|  | Calculating 9 | | | *Introducing the - symbol* | |  |
|  | Calculating 10 | | | *Adding and subtracting 1* | |  |
|  | Calculating 11 | | | *Money- coin equivalence* | |  |
|  | Calculating 12 | | | *Further ideas for developing fluency* | |  |
|  | Numbers and the number system 16 | | | *Finding how many by grouping in tens* | |  |
|  | Numbers and the number system 17 | | | *Exploring number lines, counting in tens* | |  |
|  | Numbers and the number system 18 | | | *Structure of 2-digit numbers* | |  |
|  | Numbers and the number system 19 | | | *Structure of 2-digit numbers- notation* | |  |
|  | Numbers and the number system 20 | | | *Comparing and ordering 2-digit numbers* | |  |
|  | Numbers and the number system 21 | | | *Counting in steps of 2 and 5* | |  |
|  | Calculating 13 | | | *Fractions- parts and wholes* | |  |
|  | Calculating 14 | | | *Practical multiplying* | |  |
|  | Calculating 15 | | | *Introducing the x symbol* | |  |
|  | Calculating 16 | | | *Practical ÷* | |  |
|  | Calculating 17 | | | *Introducing the ÷ symbol* | |  |
|  | Calculating 18 | | | *Halves and quarters of wholes* | |  |

**Comments to use at planning meetings**

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| Date | Student comment | TA comment | Teacher comment | Parent comment |
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