

Welcome to Numicon!

Breaking Barriers

Tips to getting started:

Go to the Contents page to find an over view of the Teaching Handbook

Take note of the **progression of activities** to follow on page 14. (Attach a tab on this page because you will refer to it often.)

Read Breaking Barriers introduction beginning on page 17 – excellent reading!

For children with special/high learning needs begin with:

Pattern 1 - Simple patterns (page 72) Note the links each Activity Group to NPC and GMS

Counting - Activities for learning to recite (page 67)

NNS 1 - Covering the board (page 110)

Pattern 1 - Simple patterns (page 72)

Counting - Activities for learning to recite (page 67)

NNS 2 - Matching (page 112)

Pattern 2 - Pattern direction (page 75)

Counting - Activities for learning to recite (page 67)

NNS 3 - Making comparisons – bigger (page 115)

Pattern 2 - Pattern direction (page 75)

Counting - Activities for learning to recite (page 67)

NNS 4 - Making comparisons – smaller (page 118)

Pattern 3 - More complex patterns

Counting - Activities for learning to recite (page 67)

NNS 5 - Matching shapes and patterns (page 121)

Pattern 3 - More complex patterns

Counting - Activities for learning to recite (page 67)

NNS 6 - Making comparisons – using the language of comparison

Then follow the sequence as shown in the book.

- Continue with the **Counting activities throughout the programme**. Introduce counting as a process with Activity 1 after doing NNS 12.
- Keep a record of progress in Assessment Tool 2 and reporting with Assessment Tool 3

For working with children who have intervention needs, begin with:

Assessment Tool 1 in the accompanying book, Assessment and Photocopy Masters. Begin as advised with the tool and keep a record of progress in Assessment Tool 2 and reporting with Assessment Tool 3.

Optional: Explorer Progress activities from Numicon 1, 2 and 3 can accompany this book. They are problem-solving activities with the added advantage of being a formative assessment tool.