





Numicon - all learners in NZC Levels 1-4

- Can 'see' relationships
- Multi-sensory
- All strands
- Cross- curricular
- Intervention
- Inclusive approach
- Evidence based
- Built in Assessment









Characteristics of the teaching activities

- Meaningful contexts
- Conversations and inquiry
- Exploring relationships and patterns
- Activities making connections with their real world, generalizing
- Sequential, explicit lessons with step-by-step illustrations



Whole class activities



Focused teaching in small groups



Independent group/paired

We often under-estimate the difficulties children have understanding abstract ideas without pictures to help them. It's comparable to teaching children reading without any pictures in the books.

The Numicon shapes and patterns provide children **with pictures of numbers** that show the *nature* of numbers as well as their *relationships*. Numicon enables children to really 'see' how numbers and number system works.



The Numicon Approach – Communicating Mathematically, Exploring Relationships, Generalising

Explicit and progressive activities helps teachers provide a comprehensive programme of learning for all children. They teach with confidence.

It has been proven by research that by adopting the Numicon approach to maths and following the teaching programme, children are helped in **securing the essential building blocks** of maths understanding, giving them the best chance to be successful in maths all their lives.









Equivalence

Place Value

Fractions

Decimals/Percentages

What does it mean for children?

- Children enjoy the visual, practical open-ended activities
- Recognise the maths found in everyday situations
- Conversation enabling children of all abilities to achieve more.
- Confidence in themselves as mathematicians and persist in finding solutions.

What does it mean for teachers?

- Confidence and consistent teaching
- Seeing children understanding and enjoying maths!
- · Assessment becomes very obvious- they can see what a child is thinking
- Sequenced approach and planning provided across the school and incorporating other curriculum areas
- Ongoing PD through the use of the Teaching Resources

Numicon and the New Zealand Curriculum

Numicon fits well with the NZ Curriculum and National Standards.

From preschool, the Numicon teaching activities develop *number and algebra together*. Children explore the **pattern, order, position and size of numbers** and **understand them in relation to other numbers.** They are introduced to the **language and actions of number operations** as equations and expressions. They explore **all** the strands' concepts in the context of real life activities.

- Activities in all the strands interweave building confidence for strategies to be easily understood and applied in the context of everyday life
- Activities teach the application of a range of different strategies to solve problems and understand the connections between them.
- The same apparatus is used from early childhood through to illustrating mathematical concepts at Year 10!
- Language of maths is explicitly taught
- The activities build on previously learned concepts in a structured and inter-connected way.
- They apply their number and algebra skills to conduct investigations, solve problems, communicate their reasoning and apply them in all the strands of the mathematics curriculum.





NZC	1				2	:	3	4		
Year	N.E/	' Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	
NP Stages	0 - 3		4	Early 5 Late 5		Early 6	Late 6	7	7-8	
(approximate)										
Numicon	FF	1	1	2	3	4	5	6	6	

Early Childhood to NZ Curriculum Level 4



- First Steps with Numicon in the Nursery
- First Steps with Numicon at Home
- Numicon at the Seaside
- Firm Foundations and New Firm Foundations
- Breaking Barriers
- Teaching Resources for Numicon 1- 6: Teaching Resource Handbook
 Implementation Guide
 Explore More – extra activities or home work
 Explorer Progress – assessment
- Investigations with Numicon

Apparatus Packs

- Apparatus Packs Starter Class and Starter 1:1
- Apparatus Pack a Supports Numicon 1 and 2
- Apparatus Pack b Supports Numicon 3 and 4
- Apparatus Pack c Supports Numicon 5 and 6
- Breaking Barriers Supports Breaking Barriers Teaching Pack
- New Firm Foundations Apparatus Packs









Children 2-5 years of age

First Steps in the Nursery supports staff use meaningful conversations about patterns and numbers in the context of different areas within an early childhood centre to develop children's vocabulary and awareness.





Firm Foundations Teaching Pack provides a comprehensive and varied programme for children 3 – 5 with:

planning and assessment, teaching and conversation support, photocopy masters, expert guidance and implementation to build children's understanding of patterns and numbers in the context of **learning through play**.

Counting Skills

Pattern & Algebra

- Patterns
- Equivalence
- Odds and evens
- Reasoning
- Greater and less than, < and >
- = sign

Number and the Number System

- Exploring shapes
- Ordering shapes
- Numbers and ordering to 10
- Numbers and ordering to 20
- Skip counting in 2's 5, 10's

Calculating

- Addition and subtraction to 10
- + and symbols
- Money- coin equivalence
- Simple Fractions



Designed specifically for using with students **with High Learning and Special Needs** covering Level 1 and early Level 2 of the NZ Curriculum in Number, Pattern & Algebra, Measurement. Links with NPC & GMS 1, 2 and 3 for a complete programme.







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Breaking Barriers covers:

Counting Skills

Pattern & Algebra

- Patterns
- Equivalence
- Odds and evens
- Reasoning
- Greater and less than, < and >
- = sign

Number and the Number System

- Exploring shapes
- Ordering shapes
- Numbers and ordering to 10
- Numbers and ordering to 20
- Grouping in 10's to 100
- Place value to 100
- Skip counting in 2's 5, 10's

Calculating

- Addition and subtraction to 10
- + and symbols
- Money- coin equivalence
- Simple Fractions
- Practical Multiplying and dividing
- X and ÷ symbols

Resources:

Breaking Barriers Teaching Pack Breaking Barriers Class Apparatus Pack Breaking Barriers 1:1 Apparatus Pack





Designed specifically for using with students **with delay in Years 3-11**, covering Levels 1 and 2 of the NZ Curriculum in Number, Pattern & Algebra, Early Measurement.

12-15 week intervention. Students work in groups of 2-4 with a trained TA under the guidance of a teacher

NIP:

- Introduction to school and families
- Diagnostic Assessment
- Planning and Activity Guidance
- Familiarization Lessons
- Intervention Lessons
- Record of Progress
- Homework Resources Guide
- Photocopy Masters

Maths Concepts Linked with Numicon 1, 2 and 3

Counting Skills to 1000

Pattern & Algebra

- Patterns
- Equivalence
- Odds and evens
- Reasoning
- Greater and less than, < and >
- = sign

Number and the Number System

- Exploring shapes
- Ordering shapes
- Numbers and ordering to 10
- Numbers and ordering to 20, 100
- Grouping in 10's to 100
- Place value to 100
- Skip counting in 2's 5, 10's
- Money, and using money

Calculating

- Addition and subtraction to 10, 20
- + and symbols
- Money- coin equivalence
- Fractions
- Multiplying and dividing
- X and ÷ symbols

Resources:

Numicon Intervention Programme Guide Numicon Intervention Programme On line support Apparatus Starter Pack A Class Apparatus Starter Pack A 1:1 Maths Bag NIP Intervention CD

Numicon Starter Apparatus Pack A, Group



Maths Bag and NIP CD



Teaching Progressions can be found under Resources on the website. These show when to connect NPC and GMS into your programme during the year.

	Number, Pattern and Calculating	Geometry, Measure and Statistics
Numicon 1	 Counting objects to at least 30 Ordering numbers to 20 Counting in two's, five's, and ten's Understanding place value of 2-digit numbers Reading, writing and understanding +, -, <, > Adding and subtracting facts to 10 Recognising halves and quarters of wholes 	 Making tiling, repeating and growing patterns Making, naming and sorting 2D and 3D shapes Exploring properties of 2D and 3D shapes Giving directions, describing, turns and rotations Comparing and ordering mass, capacity and length Understanding time duration Telling the time to the hour and half hour Understanding money
Numicon 2	 Patterns and sequences of 2s, 5s, and 10s Counting to 100 and beyond Comparing and ordering numbers to 100 Recognise the place value of 2-digit number When/how to add/subtract to solve problems Adding and subtracting facts to 20 Working with multiplying and dividing Recognising halves, quarters and thirds of wholes Understanding fractions as numbers 	 Making and classifying polygons Identifying/describing faces, edges, vertices of 3D Symmetrical patterns, identifying lines of symmetry Identifying and naming prisms Exploring fractions of rotations Creating block graphs and bar graphs Telling the time to five minutes, including quarter past/to the hour
Numicon 3	 Developing fluency - + - in 2- and 3-digit numbers Exploring multiplying and dividing Partitioning 2- and 3-digit numbers Comparing and ordering numbers to 1000 Using apparatus and imagery in + - x ÷ Understanding fractions of a wholes & numbers Using fraction notation 	 Building skeleton 2D and 3D shapes Identifying regular and irregular polygons Making and identifying right angles and types of lines Sorting 2D and 3D shapes using sorting diagrams Describing position and movement on a grid Telling the time (analogue and digital) 12-hour clocks Measuring mass, capacity, length using standard units Understanding discrete and continuous scales
Numicon 4	 Understanding place value in 4-digit numbers Ordering and comparing numbers to 1000+ Developing fluency with mental and written methods for adding and subtracting Developing fluency with multiplying and dividing facts to 12 x 12 Developing fluency with mental and written methods for multiplying and dividing Exploring negative numbers Exploring decimal fractions Exploring equivalent fractions 	 Sorting/classifying triangles and quadrilaterals Making/identifying symmetrical figures Making/identifying types of angles in polygons Plotting /reading co-ordinates in the first quadrant Describing/drawing translations on a co-ordinate grid Measuring mass, capacity and length using decimals Calculating area and perimeter of rectilinear shapes Collating, comparing, presenting monetary data Reading/creating tables and graphs Telling the time (analogue/digital 24-hour clocks) Time duration

Breaking Barriers covers a summary of the concepts in Numicon 1, 2 and 3 at a pace to enable students with high Learning Needs to participate in the same class environment as their peers. Numicon supports inclusive education practice.

Numicon Intervention Programme covers the key mathematical ideas in Numicon 1, 2, and 3 in a 12-15 week intervention either as part of the classroom environment or in a separate environment. A Diagnostic Assessment in mathematics determines the starting point and teaching programme for each student to close the gap between the students who are struggling and their average-achieving peers.

'**Investigations with Numicon'** teaching book contains ten open-ended investigations with a low threshold and high ceiling, with the potential to stretch children to Level 3 and beyond of the NZ Curriculum. Suitable for bright children in maths, including bright children who are not succeeding in mathematics known as 'twice exceptional'.

Click here!

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Key Mathematical ideas in Numicon 5 and 6

Numicon 5

Numicon 6

Teaching Progressions can be found under Resources on the website. These show when to connect NPC and GMS into your programme during the year.

 Integrating negative numbers to other sequences, rules And - numbers (2) and cubed (3) Scaling by simple fractions and simple rates Fractions - multiples, equivalent, tenths and hundredths, mixed, improper fractions fractions, hundredths, tenths and hundredths, mixed, improper fractions, number sequences Decimal - fractions, hundredths, tenths & decimal equivalents, rounding Per cent %, fraction and as a decimal equivalents of %, ½ 1/10, with a multiple of 10 or 25 Calculate and compare numbers to 10 million use negative numbers and calculate scross 0 long multiplication up to 4 digts, and interpret mainders as whole numbers, fractions, or by rounding calculate decimal equivalents for a simple fraction long division up to 4 digts, and interpret remainders as whole numbers, fractions, or by rounding calculate decimal fractions equivalents for a simple fraction identify the value of each digit in numbers with up to 2 decimal places writen division effort of equivalents for a simple fraction identify the value of each digit in numbers with a 10 a compare value for a area and wolline of shapes calculate decimal fractions of prover fractions, division facts where missing values can be found calculate decimal fractions of prorestrations, decimal places writen division mothods in cases where the scale fractor is honown or can be found calculate need fractions and multiples calculate need fractions and multiples calculate decimal fractions of prorest fractions, decimal places writen division methods in cases where the scale fractor is honown or can be found calculate decimal fractions of percentages solve problems involving indifferent contexts calculate the of and digit in numbers system to scale fr	Beading/working_digits & multiples to seven places	
 Read, write, order and compare numbers to 10 million use negative numbers and calculate across 0 long division up to 4 digits long division up to 4 digits, and interpret remainders as whole number remainders, fractions, or by rounding common factors, common multiples and prime numbers Addition and subtraction multi-step problems in contexts common factors to simplify fractions + fractions with different denominators and mixed numbers, multiply simple pairs of proper fractions, divide proper fractions quivalents for a simple fraction equivalents for a simple fraction equivalents for a simple fraction equivalents for a simple fraction and divide numbers by 10, 100 and 1,000 multiply one-digit numbers with up to 2 decimal places equivalences between simple fractions, decimals and percentages, including in different contexts equivalences between simple fractions, decimals and percentages, including in different contexts equivalences between simple fractions, decimals and percentages, including in different contexts equivalences between simple fractions, decimals and percentages, including in different contexts equivalences between simple fractions, decimals and percentages, including in different contexts equivalences between simple fractions, decimals and percentages, including in different contexts solve problems involving unequal sharing and grouping using knowledge of fractions and multiples simple formulae and linear number sequences Express missing number problems and grouping using knowledge of fractions and multiples simple formulae and linear number sequences Express missing number problems and grouping using knowledge of fractions and multiples enumerate possibilities of combinations of 2 variables 	 Reading/Working -digits & multiples to seven places Interpreting negative numbers in context Recognise/describe linear number sequences, rules + And - numbers 4 plus digits, algorithms reasoning Square numbers (2) and cubed (3) Scaling by simple fractions and simple rates Fractions –multiples, equivalent, tenths and hundredths, mixed, improper fractions + And – fractions, x proper fractions/mixed numbers Decimal -fractions, hundredths, tenths & decimal equivalents, rounding Per cent %, fraction and as a decimal Percentage & decimal equivalents of ½, ¼ 1/10, with a multiple of 10 or 25 	 Convert between different units of metric measure and solve problems involving converting between units of time Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles Estimate volume Use all four operations to solve problems involving measures using decimal notation, including scaling. Angles -drawn, measured in degrees Line graphs, complete, read and interpret information in tables, including timetables
	 Read, write, order and compare numbers to 10 million use negative numbers and calculate across 0 long multiplication up to 4 digits long division up to 4 digits, and interpret remainders as whole number remainders, fractions, or by rounding common factors, common multiples and prime numbers Addition and subtraction multi-step problems in contexts common factors to simplify fractions + - fractions with different denominators and mixed numbers, multiply simple pairs of proper fractions, divide proper fractions by whole numbers calculate decimal fraction equivalents for a simple fraction identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 multiply one-digit numbers with up to 2 decimal places written division methods in cases where the answer has up to 2 decimal places equivalences between simple fractions, decimals and percentages, including in different contexts use integer multiplication and division facts where missing values can be found calculation and comparison of percentages solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples simple formulae and linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns enumerate possibilities of combinations of 2 variables 	 Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres Recognize that shapes with the same areas can have different perimeters and vice versa Recognize when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³] Draw 2-D shapes using given dimensions and angles Recognize, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Describe positions on the full coordinate grid (all 4 quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes Interpret and construct pie charts and line graphs and use these to solve problems

Click here!

Geometry, Measurement & Statistics







GMS is integrated logically to link in with the learning in NPC.

Numicon covers all the strands in a meaningful and logical way that helps children make the connections between the strands and to an every day life context.

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Activity 8: Moving around an obstacle course game board

Have ready: Numicon Baseboards or Paper Baseboards (photocopy master 18), Numicon Shapes, Numicon Coloured Pegs, Numicon Spinners and Spinner Overlays (1, 1, 1, 2, 2 and movement instructions cut from photocopy master 32), Movement Instruction Cards (cut from photocopy master 14), *Numicon Software for the Interactive Whiteboard* (optional)

Step 1

Set the scene by explaining that children are going to be making a game. Ask them to place Shapes on a Baseboard to create obstacles, e.g. **Fig. 3**. Give them one Spinner with the instructions 'forwards', 'backwards', 'left', 'right' and 'choose' on, and another with the numbers 1, 1, 1, 2, 2. Agree on starting positions for the Pegs, e.g. **Fig. 3**.





Numicon – Printed resources

Implementation Guide

Teaching Handbook: Long, medium and weekly plans





Milestone 7

By this point, children should be able to:

- Describe objects and number ideas according to their attributes and use these to help solve prot
- Understand a general statement and find particular examples to fit the rule
- Recognize that dividing can be expressed as finding 'how many groups are there in ... ?' and recusing the '+' symbol
- Explain and use the inverse relation between multiplying and dividing (with the sequences of 2s, 3s, 5s and 10s)
- · Interpret a realistic context as one inviting either 'multiplying' or 'dividing'
- Know that multiplying has a commutative property (and dividing does not) and use this to help when solving dividing questions
- · Devise ways of organizing and recording their work systematically, when finding all possibilities and explain how they know they have



Milestones to achieve throughout the year & linked to assessment booklets-Explorer Progress

Numicon – Printed resources

Focus activities

Activity 1: Creating a timetable for today

Have ready: A4 sheets of paper to draw images of events on Step 1

Ask children 'What are we going to do today?' Encourage them to describe events or repeated actions that they know will happen during that particular school day, e.g. taking the register, assembly, play time, lunch, swimming, home time. As children describe each event, draw a simple representation of each one on a separate piece of paper, e.g. Rg. 1

Step 2

Discuss with the children that there are so many different things happening during the day that it can be hard to remember them all. Ask how they could use the pictures of events to help remind them. Look and listen for children who suggest organizing the pictures in the order they happen, to create a timeline. Encourage children to arrange the events into the correct order and to describe the choices they are making. Look and listen for children who use language such as earlier, later, before, after, morning and afternoon.

Step 3

Display the timeline from Step 2 in the dassroom. As the day progresses, look at the events with the children, discussing things that have already happened and looking forward to the things that are going to happen later on In the day.

Activity 2: Days of the week and weekends

Have ready: A3 sheets of paper, recording devices (optional) Step 1

Ask children if they know the days of the week, encouraging them to discuss and give their answers. Talk about why days of the week have names. Look and listen for children who suggest that we label the days so that we know what order they come in and we can talk about when thinas happen. Make a list of the days of the week on a piece of paper and cut them out. Ask children to separate them into the days they come to school and the days they are away from school. Look and listen for children who can correctly identify the weekend days. Ask them if they know which days are the first and last school days in the week.



Step 2

Now ask children to think of one event for each day of week and draw it, placing a day label next to it. Ask them to work in pairs and to read out what they do on each day of the week to a partner, e.g. 'On Monday after school I go to the park.

Geometry, Measures and Data 1 – Teaching Resource Handbook – Time

Step 3

Ask children if they can put their days of the week labels in order and discuss what they are doing with their partner. Look and listen for children using language such as 'before', 'after' and 'next'.

Step 4

Ask children what happens when it gets to Sunday. Talk about how they could show that the days continue. Look and listen for children who arrange their line of labels into and black for different who day they think should be to be a single of the top of the circle. Then, demonstrating a clockwise particit, ask each child to trace their partners week with after thigher and attempt to read the days of the week and say what their partner does on that day. partner does on that day.

For some children, remembering the days may be difficult. Think about using a recording device to record the child's sentences in the order of the week. By flaving each recording the child can listen and order the days of the week without having to read the labors first.

Activity 3: Sequencing months and birthdays

Have ready: twelve shoe boxes with a hole in each end. string, sticky tape, a small soft toy for each child in the cla sticky labels or A4 paper -

Step 1 Ask children how many seasons there are, and if they know the names of them. Discuss what they know about the seasons, e.g. type of weather or particular festivals celebrated. Together, establish the names of the four different seasons.

Step 2

Ask children to take it in turns to say when their birthday is. As children say the months of the year, write them on the board. Establish with children the names of all the months, and fill in any gaps on the board. Write the names of the months on some paper and cut them up into labels.

Focus activities in main teaching system

Have ready guidance

Steps of progression

Illustrations to give further meaning to text

Explorer Progress -assessment booklets

Explore More -Homework activities



Numicon does make a difference!



- Easy Buy Packs
- Number Pattern Calculating
- Geometry Measurement Statistics

Apparatus Starter Packs





All products can be purchased separately

Budget for PLD to get the most from NUMICON

www.numicon.co.nz



Assessment – Assessment Opportunities, Gathering Evidence, Tracking

Within the Teaching Handbook, on the introductory page, in every Activity Group, there are details of what to look and listen for.

Assessment opportunities

- Name common 3D shapes, irrespective of size and orientation, e.g. cube, cuboid, pyramid, sphere, cylinder, cone
- Name common 2D shapes, e.g. square, oblong, triangle, pyramid, circle.
- Use the names of 3D shapes to describe real-life objects.
- Distinguish between 2D and 3D shapes.
- Describe the differences between a cube and a cuboid, e.g a cube has all square surfaces.

After every four or five Activity groups a summary of what has been covered and tracked for each student at a Milestone.

A record to track the learning at each Milestone is included in the Teaching Handbook

- Track key concepts and skills
- Gives you confidence in tracking over time
- Integrated into medium-term planning

Assessment activities in the Explorer Progress Books allow a student to demonstrate their understanding in a new context, provide an independent record and evidence of their learning.

Explorer Progress Book 1, pp. 20-21

After completing work on this activity group, give small focus groups of children their Explorer Progress Books and ask them to work through the challenges on the pages. As children complete the pages, assess what progress they are making with the central ideas from the activity group. Refer to the assessment opportunities for assistance



Milestone 2

- To give a rounded estimate of amounts to 1000
 To round any number to the nearest 10, 100 or 1000
 To counce distinuation and rounding numbers to the use of measuring instruments
 To use the strategy of partitioning in different ways to simplify adding and subtracting calculations
 To use the strategy of apartition of a council strategy for adding and subtracting calculations
 To use the strategy of adding to adding the numbers mental calculating
 To use compensating as a non-computational strategy for adding and subtracting
 To use compensating as a non-computational strategy for adding and subtracting
 To use conclusion and dividing facts for multipleiration tobles up to 12 × 12
 To generalize and explain the effects of multipleiration tobles up to 12 × 12
 To use the commutative property of multiplying and the inverse relationship between dividing and multiplying to speed up fluent recall of
 multiplying and dividing facts

Intervention – 12-15 weeks

The Numicon Intervention Programme provides training and resources for *effective* maths intervention with students from Years 3 - 11.



Early Childhood and New Entrants

NEW Firm Foundations

Learning through play

•Addition and Subtraction

Jumicon Firm

numicon 📎

•Learning the patterns and gaining "number sense"

•Using the patterns in applied arithmetic

1st Steps in the Nursery and at Home- two products for Early Childhood & Home

School Years: Numicon 1 – 6 Teaching Packs



Apparatus Packs A, B, C



Explorer 2cb

Assessment Booklets

Investigations with Numicon

- •Gifted &Talented Programme
- Students with Dyslexia/Dyscalculia love this!
- •Encourages mathematical thinking
- •Open investigations with mathematical concepts, ideal for G & T exploration days

High Learning Needs

Breaking Barriers equivalent to Numicon 1 and 2, but differentiated for greater inclusion and support for intervention and students with learning/high learning needs at NZC Levels 1-2 -for any age

sion.

Extra activities of support for home and school



Accessories – see website for more



Software for interactive whiteboard

Pan Balance All the shapes and Cuisenaire rods are weighted!

Further Information

- Replacement books and apparatus are available
- Many schools purchase class sets of little boxes and add them to the student stationery list along with the Assessment booklets. These stay with the students through the years
- Use the little boxes of shapes with your class while using the interactive whiteboard software



- Numicon pieces are weighted allowing use of a pan balance and a natural link to understanding equivalence
- •The training DVD is a great resource for ongoing PD
- In-school PD is available
- •Further support on the website and at Oxford Owl



Testimonials

- "We were really floundering until we began working with Numicon"
- "My student has made more progress in these five weeks than he did with five weeks on a regular programme"
- It is the highlight of my student's day!"
- "Planning is so easy now."
- "What I have learned in teaching my student using Numicon, has carried over into other subject areas- the small steps."
- •We were amazed at the success of Numicon in our remedial programme. The knowledge stayed with the children and they were able to take it back into their regular programme with confidence!"
- The training course really helped me gain better understanding of the programme and the decision to implement it as our school Maths curriculum."
- We are very impressed that our Year 1 students are well through the equivalent of Stage 4 NPD and onto Stage 5!

www.Numicon.co.nz 0800 678 581