

# XXXXX School



**2024 / 2025**

**Teacher Tracking**

**Booklet**

***( 2 Year Cycle)***

* **Overall Curriculum Areas**
* **English (Writing, Word Study, Reading)**
* **Maths**
* **Key Competencies**
* **Health & PE**

## *This document could be attached to the class Long Term Plan (LTP).*

This is a working document, so skills, concepts, priorities may be added/changed to this document throughout the year.

**Class Name: Room X**

**Class Level: Years X**

**Teacher: X**

* ***= Has been covered/done.***
* ***p = Partially covered/done.***

| **Overall Curriulum Coverage - Topics – Tracking Sheet** |
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|  | **2024** | **2025** |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **1st Curriculum Priorities - Usually Daily coverage of these areas** |
| English 1 - Literacy - Reading |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| English 2 - Literacy - Writing |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| English 3 - Literacy - Word Study *(part of Writing)* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Mathematics 1 - Basic Facts & Number strand |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Health 1 - Well-being, Mindfulness & Relations |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Māori Cultural Studies 1 - Te Reo & Tikanga |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| PE & Fitness |  |  |  |  |  |  |  |  |

| **2nd Curriculum Priorities - Usually Weekly coverage of these areas, in addition to 1st priorities.** |
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| Mathematics 2 - Numeracy - other strands |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| The Arts 1 - Visual / Crafts |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Māori Cultural Studies 2* Local areas of cultural significance
 |  |  |  |  |  |  |  |  |

| **3rd Curriculum Priorities - Theses areas are done when they can be fitted in/at least Termly.** |
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| The Arts 2 - Dance and Drama |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| The Arts 3 - Music |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Health 2 - other topics *(not covered in Health 1)* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Aotearoa New Zealand Histories (ANZH) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Social Sciences |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Learning Languages |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Digital Technologies (DT) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Education Outside the Classroom (EOTC) |  |  |  |  |  |  |  |  |

| **English - Writing 1 (Writing) – Tracking Sheet** |
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|  | **2024** | **2025** |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| Descriptive writing |  |  |  |  |  |  |  |  |
| Narrative / Creative writing |  |  |  |  |  |  |  |  |
| Persuasive writing |  |  |  |  |  |  |  |  |
| Journal writing |  |  |  |  |  |  |  |  |
| Letter writing |  |  |  |  |  |  |  |  |
| Expressive writing |  |  |  |  |  |  |  |  |
| Fiction |  |  |  |  |  |  |  |  |
| Non Fiction |  |  |  |  |  |  |  |  |
| Poetry |  |  |  |  |  |  |  |  |
| Factual |  |  |  |  |  |  |  |  |
| Language Surface Features *- What writing looks like on the surface, (grammar, full stops, capitals, punctuation etc). \*Also mentioned in Writing 2-Word Study.* |  |  |  |  |  |  |  |  |
| Language Deeper Features *- Using better language/ descriptions, (adjectives, adverbs, similes, metaphors, synonyms, homonyms, antonyms, strong verbs etc).\** |  |  |  |  |  |  |  |  |
| Writing Structures |  |  |  |  |  |  |  |  |
| Purpose and Audiences |  |  |  |  |  |  |  |  |
| Daily 4 Activities |  |  |  |  |  |  |  |  |

Genres, Contexts, Ideas *(tick, highlight or write in the Term it was covered).*

| Poems | Lists | Comment | Reports | Instructions | Labels | Letters | Observations |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
| Recounts | Diaries | Logs | Creative | Explanations | Opinions | Publishing | Viewpoints |
|  |  |  |  |  |  |  |  |
| Arguments | Debates | Reviews | Interviews | Advertising | Personal | Novels | Short Stories |
|  |  |  |  |  |  |  |  |
| Speeches | Comics | Business | Big Books | Plays | Character Studies | Recording | Research |
|  |  |  |  |  |  |  |  |

| Mystery | Horror | Drama | Fantasy | Thriller | Fable | Historical Fact |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Western | Fairy Tale | Tragedy | Adventure | Biography | Crime | Historical Fiction |
|  |  |  |  |  |  |  |
| Cultural | Māori | Mythology | Legends | Traditional | Tragedy | Science Fiction |
|  |  |  |  |  |  |  |
| Love | Family | Emotional | Factual | Justice | Social | Comedy / Humour |
|  |  |  |  |  |  |  |

| **English - Writing 2 (Word Study) – Tracking Sheet** |
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|  | **2024** | **2025** |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **Word Study / Vocabulary** |  |  |  |  |  |  |  |  |
| Letters, sounds, formations, blends (juniors) |  |  |  |  |  |  |  |  |
| Spelling Words |  |  |  |  |  |  |  |  |
| Handwriting (formation and legibility) |  |  |  |  |  |  |  |  |
| Dictionary / Word Card use (inc. IT use for seniors) |  |  |  |  |  |  |  |  |
| Thesaurus / Word Bank use (inc. IT use for seniors) |  |  |  |  |  |  |  |  |
| Conventions of print and symbols/features |  |  |  |  |  |  |  |  |
| Punctuation |  |  |  |  |  |  |  |  |
| Grammar |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Daily 4 Activities (using all areas) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Language Surface Features *-* *What writing looks like on the surface.* |  |  |  |  |  |  |  |  |
| Nouns |  |  |  |  |  |  |  |  |
| Verbs |  |  |  |  |  |  |  |  |
| Adjectives |  |  |  |  |  |  |  |  |
| Tense |  |  |  |  |  |  |  |  |
| Conjunctions |  |  |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |  |  |
| Capitals |  |  |  |  |  |  |  |  |
| Punctuation |  |  |  |  |  |  |  |  |
| Grammatical conventions |  |  |  |  |  |  |  |  |
| Prefixes & Suffixes |  |  |  |  |  |  |  |  |
| Substitution |  |  |  |  |  |  |  |  |
| Compound words |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Language Deeper Features *-* *Using better language/ descriptions.* |  |  |  |  |  |  |  |  |
| Adjectives |  |  |  |  |  |  |  |  |
| Adverbs |  |  |  |  |  |  |  |  |
| Similes |  |  |  |  |  |  |  |  |
| Metaphors |  |  |  |  |  |  |  |  |
| Synonyms |  |  |  |  |  |  |  |  |
| Homonyms |  |  |  |  |  |  |  |  |
| Antonyms |  |  |  |  |  |  |  |  |
| Strong verbs |  |  |  |  |  |  |  |  |
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| **Speaking & Listening** |  |  |  |  |  |  |  |  |
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| **Viewing & Presenting** |  |  |  |  |  |  |  |  |
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| **English - Reading – Tracking Sheet** |
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|  | **2024** | **2025** |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **Reading / Comprehension** |  |  |  |  |  |  |  |  |
| Reading for meaning |  |  |  |  |  |  |  |  |
| Reading for information |  |  |  |  |  |  |  |  |
| Reading for enjoyment |  |  |  |  |  |  |  |  |
| Instructional reading showing fluency over time |  |  |  |  |  |  |  |  |
| Home Reading (especially juniors) |  |  |  |  |  |  |  |  |
| Reading to others |  |  |  |  |  |  |  |  |
| Relations between text and images/diagrams |  |  |  |  |  |  |  |  |
| Reading a variety of different materials/texts |  |  |  |  |  |  |  |  |
| Handling books correctly (juniors) |  |  |  |  |  |  |  |  |
| Retelling stories |  |  |  |  |  |  |  |  |
| Summarising stories/information gained from text |  |  |  |  |  |  |  |  |
| Reading with voice (using voice based on the text) |  |  |  |  |  |  |  |  |
| Knowing parts of a book, such as author, illustrator, contents, index etc |  |  |  |  |  |  |  |  |
| Skim reading |  |  |  |  |  |  |  |  |
| Scanning for information |  |  |  |  |  |  |  |  |
| Plots, morals, viewpoints, settings, messages, intended meanings etc |  |  |  |  |  |  |  |  |
| Awareness of differences between fiction and non fiction |  |  |  |  |  |  |  |  |
| Using a library |  |  |  |  |  |  |  |  |
| Reading using IT (such as Epic) |  |  |  |  |  |  |  |  |
| Making justified opinions/making up own viewpoints |  |  |  |  |  |  |  |  |
| Identifying literal meaning |  |  |  |  |  |  |  |  |
| Identifying inferential meaning  |  |  |  |  |  |  |  |  |
| Identifying homonyms, synonyms and antonyms |  |  |  |  |  |  |  |  |
| Is the information true or false? Expressing opinions |  |  |  |  |  |  |  |  |
| Discussing the development of the text - beginning, build up, climax, resolution, ending |  |  |  |  |  |  |  |  |
| Comparing books of the same content or from the same author/genre |  |  |  |  |  |  |  |  |
| Reviewing a book/text |  |  |  |  |  |  |  |  |
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| Daily 4 Activities |  |  |  |  |  |  |  |  |
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| **Mathematics – Tracking Sheet** |
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| **Strands** | **2024** | **2025** |
| *Number & Algebra (N&A), Geometry & Measurement (G&M), Statistics (S)* |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **Number Knowledge (Priority 1)** |  |  |  |  |  |  |  |  |
| *Using numbers (1-10 initially), formation and recognition for juniors.* |  |  |  |  |  |  |  |  |
| *Addition* |  |  |  |  |  |  |  |  |
| *Subtraction* |  |  |  |  |  |  |  |  |
| *Multiplication* |  |  |  |  |  |  |  |  |
| *Division* |  |  |  |  |  |  |  |  |
| *Fractions* |  |  |  |  |  |  |  |  |
| *Decimals* |  |  |  |  |  |  |  |  |
| *Daily 4 Activities (using all areas)* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Algebra** |  |  |  |  |  |  |  |  |
| *Spatial Patterns* |  |  |  |  |  |  |  |  |
| *Numerical Patterns* |  |  |  |  |  |  |  |  |
| *Relationships* |  |  |  |  |  |  |  |  |
| *Equations* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Geometry** |  |  |  |  |  |  |  |  |
| *2D Shapes* |  |  |  |  |  |  |  |  |
| *3D Shapes* |  |  |  |  |  |  |  |  |
| *Space/Location* |  |  |  |  |  |  |  |  |
| *Symmetry* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Measurement** |  |  |  |  |  |  |  |  |
| *Length* |  |  |  |  |  |  |  |  |
| *Area* |  |  |  |  |  |  |  |  |
| *Time* |  |  |  |  |  |  |  |  |
| *Temperature* |  |  |  |  |  |  |  |  |
| *Weight* |  |  |  |  |  |  |  |  |
| *Capacity* |  |  |  |  |  |  |  |  |
| *Money* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Statistics** |  |  |  |  |  |  |  |  |
| *Investigations* |  |  |  |  |  |  |  |  |
| *Graphs* |  |  |  |  |  |  |  |  |
| *Interpreting Data* |  |  |  |  |  |  |  |  |
| *Probability* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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| **Key Competencies – Tracking Sheet** |
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| **Strands and Ideas** | **2024** | **2025** |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **Thinking** |  |  |  |  |  |  |  |  |
| *Curious* |  |  |  |  |  |  |  |  |
| *Active seeker* |  |  |  |  |  |  |  |  |
| *Asks questions / Challenges ideas* |  |  |  |  |  |  |  |  |
| *Reflects* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Using language, symbols and text** |  |  |  |  |  |  |  |  |
| *Symbols and Codes* |  |  |  |  |  |  |  |  |
| *Use of ICT* |  |  |  |  |  |  |  |  |
| *Various forms and use of text in different contexts* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Managing self** |  |  |  |  |  |  |  |  |
| *Self motivated* |  |  |  |  |  |  |  |  |
| *Has a can-do positive attitude* |  |  |  |  |  |  |  |  |
| *Establishes and achieves goals* |  |  |  |  |  |  |  |  |
| *Makes plans* |  |  |  |  |  |  |  |  |
| *Sets high standards* |  |  |  |  |  |  |  |  |
| *Manages themselves* |  |  |  |  |  |  |  |  |
| *Shows enterprise* |  |  |  |  |  |  |  |  |
| *Shows entrepreneurship /trying new ideas* |  |  |  |  |  |  |  |  |
| *Resourcefulness* |  |  |  |  |  |  |  |  |
| *Reliability* |  |  |  |  |  |  |  |  |
| *Resilience* |  |  |  |  |  |  |  |  |
| *Acting appropriately* |  |  |  |  |  |  |  |  |
| *Strategies for challenging situations* |  |  |  |  |  |  |  |  |
| *Leadership* |  |  |  |  |  |  |  |  |
| *Follows others leadership* |  |  |  |  |  |  |  |  |
| *Make their own choices* |  |  |  |  |  |  |  |  |
| *Is independant* |  |  |  |  |  |  |  |  |
| *Works well in a group situation* |  |  |  |  |  |  |  |  |
| **Relating to others** |  |  |  |  |  |  |  |  |
| *Interaction with others* |  |  |  |  |  |  |  |  |
| *Listens to others* |  |  |  |  |  |  |  |  |
| *Recognise and is accepting of others points of view* |  |  |  |  |  |  |  |  |
| *Ability to negotiate* |  |  |  |  |  |  |  |  |
| *Freely shares ideas / contributes* |  |  |  |  |  |  |  |  |
| *Is open to new learning and takes on different roles* |  |  |  |  |  |  |  |  |
| *Awareness of the effects that their words and actions have on others* |  |  |  |  |  |  |  |  |
| *Awareness of appropriateness to compete versus cooperate* |  |  |  |  |  |  |  |  |
| **Participating and contributing** |  |  |  |  |  |  |  |  |
| *Has a strong sense of belonging* |  |  |  |  |  |  |  |  |
| *Confidence to participate within new concepts/rules* |  |  |  |  |  |  |  |  |
| *Participation in the community and/or events (local/national)* |  |  |  |  |  |  |  |  |
| *Responds appropriately as a group member* |  |  |  |  |  |  |  |  |
| *Creates opportunities for self as well as for others* |  |  |  |  |  |  |  |  |
| *Connects with others* |  |  |  |  |  |  |  |  |
| *Participates and contributes actively in new roles* |  |  |  |  |  |  |  |  |
| *Understands the importance of balancing rights, roles and responsibilities* |  |  |  |  |  |  |  |  |
| *Contributes to the quality of sustainability of social, physical, environmental and economic environments* |  |  |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |  |  |
| *Using the School Values on a regular basis* |  |  |  |  |  |  |  |  |
| *Using Daily 4 (literacy & Mathematics)* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

| **Health and PE – Tracking Sheet** |
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| **Strands and Ideas** | **2024** | **2025** |
| ***Year (Term, Year)*** | **T1** | **T2** | **T3** | **T4** | **T1** | **T2** | **T3** | **T4** |
| **Personal Health and Physical Development** |  |  |  |  |  |  |  |  |
| *Personal Growth and Development* |  |  |  |  |  |  |  |  |
| *Regular Physical Activity - PE (Teaching of Skills)* |  |  |  |  |  |  |  |  |
| *Regular Physical Activity - Fitness (Non skill)* |  |  |  |  |  |  |  |  |
| *Safety and Risk Management* |  |  |  |  |  |  |  |  |
| *Personal Identity and Self Worth* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Movement Concepts and Motor Skills** |  |  |  |  |  |  |  |  |
| *Movement Skills* |  |  |  |  |  |  |  |  |
| *Positive Attitudes and Challenge/Fair Play* |  |  |  |  |  |  |  |  |
| *Science and Technology (not Level 1)* |  |  |  |  |  |  |  |  |
| *Social and Cultural Factors (not Level 1)* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Relationships with Other People** |  |  |  |  |  |  |  |  |
| *Relationships* |  |  |  |  |  |  |  |  |
| *Identity, Sensitivity, and Respect* |  |  |  |  |  |  |  |  |
| *Interpersonal Skills* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Healthy Communities and Environments** |  |  |  |  |  |  |  |  |
| *Societal Attitudes and Beliefs (not Level 1)* |  |  |  |  |  |  |  |  |
| *Community Resources* |  |  |  |  |  |  |  |  |
| *Rights, Responsibilities and Laws* |  |  |  |  |  |  |  |  |
| *People and the Environment (not Level 1)* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Contexts** |  |  |  |  |  |  |  |  |
| *Mental Health* |  |  |  |  |  |  |  |  |
| *Sexuality Education* |  |  |  |  |  |  |  |  |
| *Food and Nutrition* |  |  |  |  |  |  |  |  |
| *Body Care and Physical Safety* |  |  |  |  |  |  |  |  |
| *Physical Activity* |  |  |  |  |  |  |  |  |
| *Sports Studies* |  |  |  |  |  |  |  |  |
| *Outdoor Education* |  |  |  |  |  |  |  |  |
| *Local Environment* |  |  |  |  |  |  |  |  |
| *National Environment* |  |  |  |  |  |  |  |  |
| *Global Environment* |  |  |  |  |  |  |  |  |
| *Community Involvement (local)* |  |  |  |  |  |  |  |  |
| *My Family and Friends* |  |  |  |  |  |  |  |  |
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