

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	e -	To	oics	- T	rac	king	Sh	<u>eet</u>
		20	24			20	25	
Year (Term, Year)	T1	T2	T3	T4	T1	T2	T3	T4
1st Curriculum Priorities - Usually Daily covere	ige of	these o	areas					
English 1 - Literacy - Reading								
English 2 Litanson Whiting								
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 cove	erage (of thes	e area	s, in a	ddition	to 1st	priori	<u>ties.</u>
Mathematics 2 - Numeracy - other strands								
The Anta 1 Vigual / Coafta								
The Arts 1 - Visual / Crafts								
Māori Cultural Studies 2 - Local areas of cultural significance								
3rd Curriculum Priorities - Theses areas are d	one wh	en the	y can l	oe fitt	ed in/a	it least	Term	<mark>y.</mark>
The Arts 2 - Dance and Drama								
The Arts 3 - Music								
Health 2 - other topics (not covered in Health 1)								
Treatm 2 office topics (not covered in realth 1)								
Aotearoa New Zealand Histories (ANZH)								
Social Sciences								
Science								
Science								
Learning Languages								
Technology								
Digital Technologies (DT)								
Education Outside the Classroom (EOTC)								

English - Writing 1 (Writing) - Tracking Sheet								
		20	24		2025			
Year (Term, Year)	T1	T2	Т3	T4	T1	T2	Т3	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	Histo	rical Fact
Western	Fairy Tale	Tragedy	Adventure	Biography	Crime	Histor	ical Fiction
Cultural	Māori	Mythology	Legends	Traditional	Tragedy	Scien	ce Fiction
Love	Family	Emotional	Factual	Justice	Social	Comed	y / Humour

English - Writing 2 (Word Study) - Tracking Sheet								
	2024 2025							
Year (Term, Year)	T1	T2	Т3	T4	T1	T2	Т3	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								
or annual								
Daily 4 Activities (using all areas)								
Duny 1 Neminos (asing an areas)								
Language Surface Features -								
What writing looks like on the surface.								
Nouns								
Verbs								
Adjectives								
Tense								
Conjunctions Full stans								
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								
Speaking & Listening								
Viewing & Presenting								
viewing a reseming								
							-	

English - Reading - Tracking Sheet								
			24)25	
Year (Term, Year)	T1	T2	Т3	T4	T1	T2	Т3	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								
Notice A Autorities	1							
Daily 4 Activities								
		1						
	1							

<u>Mathematic</u>	<u>s - </u>	Trac	ckind	g Sh	neet						
 Strands			24		2025						
Number & Algebra (N&A), Ge	eometry o	& Measurement (G&M), Statistics (S)				&M), Statistics (S)					
Year (Term, Year)	T1	T2	Т3	T4	T1	T2	Т3	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											
24222											
Geometry											
2D Shapes											
3D Shapes											
Space/Location											
Symmetry											
,											
Measurement											
Length											
Area											
Time											
Temperature	†										
Weight	<u> </u>										
Capacity											
Мопеу	1										
, none,											
	†		 								
Statistics											
Investigations											
Graphs	 		 								
Interpreting Data	1										
Probability	1										
Πουασίπες	†										
	1	1	-					 			

<u>Key Competencies - Tracking Sheet</u>								
Strands and Ideas		20	24			20	25	
Year (Term, Year)	T1	T2	Т3	T4	T1	T2	Т3	T4
	'-	, _	1.5	, ,	1.2	, _		1 7
Thinking								
Curious Active seeker								
Asks questions / Challenges ideas								
Reflects								
· in the state of								
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	+	1	-				 	
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 independent								
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							<u> </u>	
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	+		ļ					
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									
Strands and Ideas		20	24			20)25		
Year (Term, Year)	T1	T2	Т3	T4	T1	T2	Т3	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)									
Social and Cultural Lactor's (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 Enanta Studios									
Sports Studies Outdoor Education									
Local Environment									
National Environment									
Global Environment									
Community Involvement (local)									
My Family and Friends									