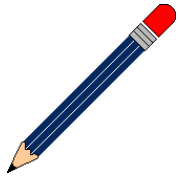




# XXXXX School



## 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.



# English - Writing 1 (Writing) - Tracking Sheet

	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

	2024				2025			
<i>Year (Term, Year)</i>	T1	T2	T3	T4	T1	T2	T3	T4
<b>Word Study / Vocabulary</b>								
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)								
<b>Language Surface Features - <i>What writing looks like on the surface.</i></b>								
Nouns								
Verbs								
Adjectives								
Tense								
Conjunctions								
Full stops								
Capitals								
Punctuation								
Grammatical conventions								
Prefixes & Suffixes								
Substitution								
Compound words								
<b>Language Deeper Features - <i>Using better language/ descriptions.</i></b>								
Adjectives								
Adverbs								
Similes								
Metaphors								
Synonyms								
Homonyms								
Antonyms								
Strong verbs								
<b>Speaking &amp; Listening</b>								
<b>Viewing &amp; Presenting</b>								



# Mathematics - Tracking Sheet

Strands	2024				2025			
Number & Algebra (N&A), Geometry & Measurement (G&M), Statistics (S)								
Year (Term, Year)	T1	T2	T3	T4	T1	T2	T3	T4
<b>Number Knowledge (Priority 1)</b>								
<i>Using numbers (1-10 initially), formation and recognition for juniors.</i>								
<i>Addition</i>								
<i>Subtraction</i>								
<i>Multiplication</i>								
<i>Division</i>								
<i>Fractions</i>								
<i>Decimals</i>								
<i>Daily 4 Activities (using all areas)</i>								
<b>Algebra</b>								
<i>Spatial Patterns</i>								
<i>Numerical Patterns</i>								
<i>Relationships</i>								
<i>Equations</i>								
<b>Geometry</b>								
<i>2D Shapes</i>								
<i>3D Shapes</i>								
<i>Space/Location</i>								
<i>Symmetry</i>								
<b>Measurement</b>								
<i>Length</i>								
<i>Area</i>								
<i>Time</i>								
<i>Temperature</i>								
<i>Weight</i>								
<i>Capacity</i>								
<i>Money</i>								
<b>Statistics</b>								
<i>Investigations</i>								
<i>Graphs</i>								
<i>Interpreting Data</i>								
<i>Probability</i>								

# Key Competencies - Tracking Sheet

Strands and Ideas	2024				2025			
Year (Term, Year)	T1	T2	T3	T4	T1	T2	T3	T4
<b>Thinking</b>								
<i>Curious</i>								
<i>Active seeker</i>								
<i>Asks questions / Challenges ideas</i>								
<i>Reflects</i>								
<b>Using language, symbols and text</b>								
<i>Symbols and Codes</i>								
<i>Use of ICT</i>								
<i>Various forms and use of text in different contexts</i>								
<b>Managing self</b>								
<i>Self motivated</i>								
<i>Has a can-do positive attitude</i>								
<i>Establishes and achieves goals</i>								
<i>Makes plans</i>								
<i>Sets high standards</i>								
<i>Manages themselves</i>								
<i>Shows enterprise</i>								
<i>Shows entrepreneurship /trying new ideas</i>								
<i>Resourcefulness</i>								
<i>Reliability</i>								
<i>Resilience</i>								
<i>Acting appropriately</i>								
<i>Strategies for challenging situations</i>								
<i>Leadership</i>								
<i>Follows others leadership</i>								
<i>Make their own choices</i>								
<i>Is independant</i>								
<i>Works well in a group situation</i>								
<b>Relating to others</b>								
<i>Interaction with others</i>								
<i>Listens to others</i>								
<i>Recognise and is accepting of others points of view</i>								
<i>Ability to negotiate</i>								
<i>Freely shares ideas / contributes</i>								
<i>Is open to new learning and takes on different roles</i>								
<i>Awareness of the effects that their words and actions have on others</i>								
<i>Awareness of appropriateness to compete versus cooperate</i>								
<b>Participating and contributing</b>								
<i>Has a strong sense of belonging</i>								
<i>Confidence to participate within new concepts/rules</i>								
<i>Participation in the community and/or events (local/national)</i>								
<i>Responds appropriately as a group member</i>								
<i>Creates opportunities for self as well as for others</i>								
<i>Connects with others</i>								
<i>Participates and contributes actively in new roles</i>								
<i>Understands the importance of balancing rights, roles and responsibilities</i>								
<i>Contributes to the quality of sustainability of social, physical, environmental and economic environments</i>								
<b>Other</b>								
<i>Using the School Values on a regular basis</i>								
<i>Using Daily 4 (literacy &amp; Mathematics)</i>								

# Health and PE - Tracking Sheet

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



