NZ Primary Curriculum Tick Chart Checkpoints – xxxxxxx School, 2023. Term 1 2 3 4

*Intention of this form: to be filled in/highlighted/ticked off as checkpoints to give baseline data for assessment reporting & Analysis of Variance reporting for end of year data.*

Name: Class Year: \_\_\_\_ Official Year: \_\_\_\_ Age: \_\_\_\_ Boy / Girl Ethnicity: \_\_\_\_\_\_\_\_\_

Currently working at: Maths: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_ Spelling: List\_\_\_\_\_

Weaknesses: Strengths:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| New CM Phases | **Phase 1** | | | | | | | | | **Phase 2** | | | | | | | | | | **Phase 3** | | | | |
| *Old Cm Levels* | *Early Level 1* | *Early Level 1* | | | *At Level 1* | | | *Early Level 2* | | *At Level 2* | | | | *Early Level 3* | | | *At Level 3* | | | *Early Level 4* | | | *At Level 4* | |
| **Year/Class in** at school at this point in time. | **Year**  **0** | **Year**  **1** | | | **Year**  **2** | | | **Year**  **3** | | **Year**  **4** | | | | **Year**  **5** | | | **Year**  **6** | | | **Year**  **7** | | | **Year**  **8** | |
| **Maths** | Stages 0/1 | Stages 2/3 | | | Stage 4 | | | Early Stage 5 | | Stage 5 | | | | Early Stage 6 | | | Stage 6 | | | Early Stage 7 | | | Stage 7 | |
| Phase/Stage child is currently working at |  |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |
| **Reading** | 4-5 years | 5-7 years | | | | | | 7-9 years 7-9 years | | | | | | 9-11 years | | | | | | 11-12+ years | | | | |
| Colour Wheel  Books | Colour Wheel  Books | | | | | | Junior Journals | | L2 School Journals | | | | L3  Journals  **This data shows where the child is achieving at/ what they have achieved to date, at this moment in time.** | | | | | | L4  Journals | | | | |
| Early Level 1  Magenta  L1-2 | (Magenta)-Red-Yellow-Blue-Green-Orange  Levels (1/2) 3-16 | | | | | | Turquoise-Purple-Gold-Silver  Levels 17-24 | | | Turquoise-Purple-Gold-Silver  Levels 17-24 | | | Emerald-Ruby  Levels 25-27 | | | | | | Ruby-Sapphire  Levels 28-30 | | | | |
| Rdg level/Phase child is currently working |  |  | | | | | |  | | |  | | |  | | | | | |  | | | | |
| **Writing** | 1B (1i) | 1B (1ii) | | | 1P (1iii) | | | 2B / 2P | | 2P / 2A | | | |  | | |  | | |  | | |  | |
| B-P-A System  B=Beginning, P=Proficient  A=Advanced | Pre Level 1 | 1B | | | 1P | | 1A | 2B | | 2P | | | 2A | 3B | | | 3P | | 3A | 4B | 4P | | 4A | |
| Stage/Phase child is currently working at |  |  | | |  | |  |  | |  | | |  |  | | |  | |  |  |  | |  | |
| **Writing Progressions**  B – M – E  Beginning -Middle-End | Pre Writing | Level 1B | Level 1M | | | Level 1E | | Level 2B | Level 2M | | | Level 2E | | Level 3B | Level 3M | | | Level 3E | | Level  4B | | Level 4M | | Level  4E |
| Stage/Phase child is currently working at |  |  |  | | |  | |  |  | | |  | |  |  | | |  | |  | | | | |
| **Spelling** – Essential Lists | Sounds / Blends / Letters | List 1 | | List 2 | | | | List 3 | List 4 | | | List 5 | | List 6 | | List 7 | | | | Commonly Misspelt Words | | | | |
| Dictionary Skills used: | | | | | | Dictionary Skills used: | | | | | | Dictionary Skills used: | | | | |
| **Spelling Ages** | <5 yrs: | 5-6 yrs: | | | | | | 7-8 yrs: 7-8 yrs: | | | | | | 9-10 yrs: | | | | | | 11+ yrs: | | | | |

**Phase 1 (P1) – Years 0-3 – Mathematics – Teacher Overview/Checklist – Term:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number (N) | | Algebra (A) | Measurement (M) | | Space (Sp) | | Statistics (St) | | Probability (P) |
| *Knowledge Areas*  *-Subitising*  *-Number structure*  *-Addition & Subtraction*  *-Multiplication & Division*  *-Rational Numbers*  *-Equality*  *-Patterns*  *-Measurement*  *-Classification*  *-Spatial Reasoning*  *-Variability* |  | |  |  | |  | |  | |  |
| *Were Māori components included?* |  | |  |  | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |
| *Notes* |  | |  |  | |  | |  | |  |

**P1 Progress Steps (During the First 6 months)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | ✓ | Child’s name (if used as a progress chart): | |
| Subitising | Recognise instantly the total number of objects in a group of up to 6. |  | *Ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.* | |
| Number Structure |  |  |  | |
| Operations: Addition & Subtraction | • join and separate groups of up to a total of 10 objects, and find the result by grouping and counting |  | Addition |  |
| Subtraction |
| Operations: Multiplication & Division |  |  |  | |
| Rational Numbers |  |  |  | |
| Equality |  |  |  | |
| Patterns | • copy, continue, create, and describe a repeating pattern with two elements |  |  | |
| Measurement | • compare directly two objects by an attribute (e.g., length, weight, capacity) |  |  | |
| Classification | • sort shapes and objects by one feature (e.g., colour, shape), identifying the feature chosen |  |  | |
| Spatial Reasoning | • compose by trial and error an outlined target shape using smaller shapes, and decompose a shape into smaller shapes  • follow instructions to move to a familiar location or locate an object. |  |  | |
|  |  | |
| Variability |  |  |  | |
| Teacher Notes |  |  |  | |

**P1 Progress Steps (During the 1st Year)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Progress Steps | ✓ | Child’s name (if used as a progress chart): | | | |
| Subitising | • recognise instantly the total number of objects in two patterns, each of up to five objects |  |  | | | |
| Number Structure | • partition and recombine sets of up to 10 in different ways  • recognise and represent in different ways, including in te reo Māori, the tens-and-one structure of teen numbers (11-19) |  |  | | | |
|  |  | | | |
| Operations: Addition & Subtraction | • join and separate groups of up to a total of 20 objects, and find the difference between groups by grouping and counting |  | Addition | |  | |
| Subtraction | |
| Operations: Multiplication & Division | • multiply and divide by making equal groups and using grouping or counting |  | Multiplication | |  | |
| Division | |
| Rational Numbers | • recognise, and represent in different ways, halves and quarters of sets and regions |  |  | | | |
| Equality |  |  |  | | | |
| Patterns | • copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern |  |  | | | |
| Measurement | • compare the length, weight, volume, and capacity of objects indirectly (i.e., by comparing each of them with another  object) |  | Length | Weight | |  |
| Volume | Capacity | |
| Classification | • sort and re-sort shapes and objects by features, identifying the feature chosen |  |  | | | |
| Spatial Reasoning | • visualise and anticipate which smaller shapes might compose a target shape, and then check by making the shape  • follow and give instructions to move to a familiar location or locate an object. |  |  | | | |
|  |  | | | |
| Variability |  |  |  | | | |

**P1 Progress Steps (During the 2nd Year)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Progress Steps | ✓ | Child’s name (if used as a progress chart): | | | |
| Subitising | • partition a pattern of up to 10 objects, instantly recognise the number of objects in each part, and confirm the total number in the pattern using the parts |  | *.* | | | |
| Number Structure | • group, partition, and recombine whole numbers up to 100 |  |  | | | |
| Operations: Addition & Subtraction | • add and subtract numbers up to 100 by grouping and using number patterns |  |  | | | |
| Operations: Multiplication & Division | • multiply and divide by grouping and using number patterns |  |  | | | |
| Rational Numbers | • recognise the relationships between related fractions (e.g., one half is the same as two quarters)  • find a half, quarter, or a third of a set by recognising groups and patterns rather than sharing by ones |  |  | | | |
|  | Quarters | |  | |
| Halves | |
| Thirds | |
| Equality | • show that in an equation, both sides of the equal sign represent the same quantity |  |  | | | |
| Patterns | • use both the unit of repeat and the ordinal position (e.g., first, second, and third) of a repeating pattern to predict further elements |  |  | | | |
| Measurement | • use a standard informal unit repeatedly to measure the length, weight, volume, or capacity of an object |  | Length | Weight | |  |
| Volume | Capacity | |
| Classification |  |  |  | | | |
| Spatial Reasoning | • visualise and anticipate which smaller shapes might compose or decompose a target shape, and then check by making the shape  • follow and give movement instructions that involve familiar reference points, direction, distances (number of steps), and half and quarter turns |  |  | | | |
|  |  | | | |
| Variability | • identify possible outcomes and notice variations in outcomes for familiar activities and situations involving chance. |  |  | | | |

**P1 Progress Outcomes – By the End of Year 3a** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | I know how to: | ✓ | Child’s name (if used as a progress chart): |
| Number | • recognise, read, write, and order whole numbers up to 10,000 |  |  |
| • group, partition, and recombine whole numbers up to 1,000 |  |  |
| • add and subtract two- and three-digit numbers |  |  |
| • multiply two single-digit numbers or multiply a single-digit and a two-digit number |  |  |
| • divide whole numbers with a single-digit divisor and no remainders |  |  |
| • recognise, read, write, represent, and order halves, thirds, quarters, fifths, sixths, and eighths |  |  |
| • find a unit fraction of a whole (e.g., a region, measurement, or set of objects) |  |  |
| Algebra | • recall addition facts to 20 and their corresponding subtraction facts |  |  |
| • recall multiplication and corresponding division facts for twos, fives, and tens |  |  |
| • solve true and false number sentences and open number sentences |  |  |
| • use the additive and multiplicative identities and commutative property |  |  |
| • find another element of a pattern, given part of it |  |  |
| • describe a rule that explains how a pattern works |  |  |
| • follow, and create patterns from, rules or simple algorithms. |  |  |
| Measurement | • estimate and then reliably measure length, area, volume, capacity, and mass, using standard metric units |  |  |
| • use rulers, scales, square grids, and cubes to measure |  |  |
| • tell the time to hours, half hours, and quarter past or quarter to the hour, using language and a range of cultural tools, including analogue and digital clocks |  |  |
| • find out how far something has been turned, using half and quarter turns as benchmarks. |  |  |

**P1 Progress Outcomes – By the End of Year 3b** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Space | • visualise, identify, compare, and classify two- and three dimensional shapes |  |  |
| • compose and decompose two-dimensional shapes using the properties of shapes, such as lines of symmetry |  |  |
| • predict and justify what will happen to two-dimensional shapes if you rotate, reflect, or translate them |  |  |
| • use pepeha to describe location by referring to environmental features |  |  |
| • draw simple maps of familiar places to provide directions |  |  |
| • interpret simple maps to locate objects and pathways. |  |  |
| Statistics | • explore summary investigative questions about everyday situations, using categorical data and discrete numerical (whole-number) data |  |  |
| • use survey and data-collection questions |  |  |
| • collect, record, and sort data or use secondary data sources |  |  |
| • create and make statements about data visualisations |  |  |
| • answer an investigative question by choosing statements from findings |  |  |
| • identify relevant features in others’ data visualisations. |  |  |
| Probability | • explore chance-based investigative questions about games and everyday situations in my life |  |  |
| • collect and record data to answer chance-based investigative questions |  |  |
| • create and describe data visualisations for the frequencies of outcomes in chance-based situations |  |  |
| • explain and question statements about chance-based situations, with reference to data. |  |  |

**Phase 2 (P2) – Years 4-6 – Mathematics – Teacher Overview/Checklist – Term:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number (N) | | Algebra (A) | Measurement (M) | | Space (Sp) | | Statistics (St) | | Probability (P) |
| *Knowledge Areas*  *-Number structure*  *-Addition & Subtraction*  *-Multiplication & Division*  *-Rational Numbers*  *-Equality*  *-Spatial Reasoning*  *-Variability* |  | |  |  | |  | |  | |  |
| *Were Māori components included?* |  | |  |  | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |
| *Notes* |  | |  |  | |  | |  | |  |

**P2 Progress Steps (During Year 4)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | ✓ | Child’s name (if used as a progress chart): | |
| Number Structure | • recognise, read, write, order, partition, recombine, and represent whole numbers up to 10,000 |  |  | |
| Operations: Addition & Subtraction | • use their recalled addition and subtraction basic facts to solve problems  • add and subtract two- and three-digit numbers reliably and efficiently  • add and subtract using the commutative property |  | Addition  Subtraction |  |
|  |
|  |
| Operations: Multiplication & Division | • use the relationship between multiplication and division to divide  • recall multiplication and corresponding division facts for threes and fours |  | Multiplication |  |
| Division |  |
| Rational Numbers | • represent common fractions, including those greater than 1, on a number line |  |  | |
| Equality | • solve addition and subtraction open number sentences using the relationship between the two sides of the equal sign |  |  | |
| Spatial Reasoning | • identify which shape is a reflection, rotation, or translation of a given shape |  |  | |
| Variability |  |  |  | |
| Teacher Notes |  |  |  | |

**P2 Progress Steps (During Year 5)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Progress Steps | ✓ | Child’s name (if used as a progress chart): | | | |
| Number Structure | • recognise, read, write, order, partition, recombine, and represent whole numbers up to 100,000 |  | 0-100 | | 100-1000 |  |
| 1000 - 50,000 | | 50,000 – 100,000 |
| Operations: Addition & Subtraction | • add and subtract whole numbers reliably and efficiently |  | Addition |  | | |
| Subtraction |
| Operations: Multiplication & Division | • multiply two-digit numbers using the distributive property  • multiply reliably and efficiently  • recall multiplication and corresponding division facts for sixes, eights, and nines |  | Multiplication  Division |  | | |
|  | | |
|  | | |
| Rational Numbers | • compare fractions with a benchmark fraction and put them in order  • convert between benchmark fractions, decimals, and percentages (e.g., 1  2 = 0.5 = 50%)  • represent decimals, fractions, and percentages using both discrete and continuous models |  | Fractions |  | | |
| Decimals |  | | |
| Percentages |  | | |
| Equality | • solve open number sentences involving all operations using the relationship between the two sides of the equal sign |  |  | | | |
| Spatial Reasoning | • visualise and draw nets for a cube |  |  | | | |
| Variability | • recognise the need for relevant and usable data to answer investigative questions  • suggest reasons why data may vary in a familiar context. |  |  | | | |
|  | | | |

**P2 Progress Outcomes – By the End of Year 6a** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | I know how to: | ✓ | Child’s name (if used as a progress chart): |
| Number | • recognise, read, write, order, partition, recombine, and represent whole numbers up to 1,000,000 |  |  |
| • add and subtract whole numbers and decimal numbers to two places |  |  |
| • multiply two- and three-digit whole numbers |  |  |
| • divide whole numbers by one- or two-digit divisors |  |  |
| • find factors of numbers up to 100 |  |  |
| • recognise, read, write, represent, compare, order, and convert between fractions, decimals (to three places), and  Percentages |  |  |
| • find equivalent fractions for halves, thirds, quarters, sixths, and eighths, and represent fractions in their simplest form |  |  |
| • find a fraction or a percentage of a whole number. |  |  |
| Algebra | • recall multiplication facts to 10 × 10 and corresponding division facts |  |  |
| • use the distributive, commutative, and associative properties |  |  |
| • solve open number sentences and true or false number sentences involving equality or inequality |  |  |
| • use tables, XY graphs, and diagrams to find relationships between elements of growing patterns |  |  |
| • develop a rule in words about a linear pattern |  |  |
| • use a rule to make predictions |  |  |
| • create and use algorithms for making decisions that involve clear choices. |  |  |
| Measurement | • read measurement tools and interpret scales accurately |  |  |
| • convert between units of time and solve duration-of-time problems |  |  |
| • find the perimeter and area of rectangles and the volume of cuboids |  |  |
| • describe an angle using the benchmarks 90 degrees, 180 degrees, and 360 degrees. |  |  |

**P2 Progress Outcomes – By the End of Year 6b** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Space | • classify two-dimensional shapes and prisms using their spatial properties to justify my classifications |  |  |
| • perform and describe rotations, reflections, translations, enlargements, and reductions on two-dimensional shapes and simple geometric patterns |  |  |
| • visualise and represent three-dimensional shapes from different viewpoints |  |  |
| • visualise and draw nets for rectangular prisms |  |  |
| • use grid references, simple scales, the language of direction (compass points), distance (in m, km), and turn (in degrees) |  |  |
| Statistics | • pose investigative questions about school contexts for summary, comparison, and time-series situations, and make predictions or assertions about what I expect to find |  |  |
| • plan how to collect primary data or to use provided secondary data |  |  |
| • use and describe a variety of data visualisations, identifying features, patterns, and trends in context and making connections to the group of interest |  |  |
| • interrogate others’ survey or data-collection questions, and identify and explain features and errors in others’ data visualisations and statements about data. |  |  |
| Probability | • pose investigative questions for a chance-based situation with equally likely outcomes, listing all possible outcomes for the situation |  |  |
| • plan, conduct, and record data for a probability experiment |  |  |
| • create and describe data visualisations for the distribution of observed outcomes from a probability experiment, using them to answer the investigative question |  |  |
| • compare my findings with those of others when undertaking probability experiments. |  |  |

**Phase 3 (P3) – Years 7-8 – Mathematics – Teacher Overview/Checklist – Term:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number (N) | | Algebra (A) | Measurement (M) | | Space (Sp) | | Statistics (St) | | Probability (P) |
| *Knowledge Areas*  *-Number structure*  *-Addition & Subtraction*  *-Multiplication & Division*  *-Rational Numbers*  *-Equality*  *-Spatial Reasoning*  *-Variability* |  | |  |  | |  | |  | |  |
| *Were Māori components included?* |  | |  |  | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |
| *Notes* |  | |  |  | |  | |  | |  |

**P3 Progress Outcomes – By the End of Year 8a** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | I know how to: | ✓ | Child’s name (if used as a progress chart): |
| Number | • represent whole and decimal numbers using powers of ten |  |  |
| • divide whole numbers reliably and efficiently |  |  |
| • recognise, read, write, represent, compare, order, and convert between fractions, decimals, and percentages |  |  |
| • add and subtract decimals to three places |  |  |
| • add and subtract fractions with the same denominator |  |  |
| • multiply fractions and decimals by whole numbers |  |  |
| • represent fractions in their simplest form |  |  |
| • add and subtract integers. |  |  |
| Algebra | • identify and describe the properties of prime, composite, and square numbers and the divisibility rules for 2, 3, 5, 9, and 10 |  |  |
| • use words and symbols to describe and represent the properties of operations (commutative, distributive, associative, inverse, and identity) |  |  |
| • solve linear equations by trial and improvement and by applying inverse operations |  |  |
| • use variables to represent a rule about a linear pattern, and use the rule to make predictions |  |  |
| • represent and connect linear functions using tables, equations, and XY graphs |  |  |
| • create and use algorithms to identify, interpret, and explain patterns. |  |  |

**P3 Progress Outcomes – By the End of Year 8b** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Measurement | • estimate and then measure length, area, volume, capacity, mass, temperature, data storage, time, and angle, using appropriate metric units |  |  |
| • convert between measurement units |  |  |
| • read analogue and digital measurement tools, round appropriately, and interpret scales accurately |  |  |
| • find the perimeter and area of parallelograms and shapes composed of rectangles |  |  |
| • read, interpret, and use timetables and charts that present measurement information. |  |  |
| Space | • classify shapes based on their properties |  |  |
| • visualise and draw nets for prisms that have a fixed cross section |  |  |
| • use plan-view drawings to visualise and construct three dimensional shapes |  |  |
| • find unknown angles and identify angle properties of intersecting lines |  |  |
| • make combinations of transformations that use the invariant properties of shapes |  |  |
| • use scale, compass points, and coordinate systems to interpret and describe distance, location, and direction. |  |  |
| Statistics | • pose investigative questions about local rohe and community matters and make predictions or assertions about what I expect to find |  |  |
| • determine the variables needed to answer investigative questions, and plan how to collect data for each variable |  |  |
| • collect data from a group (when all of the group can be surveyed), or source and use data collected by others |  |  |
| • communicate findings in context |  |  |
| • examine the data-collection methods, data visualisations, and findings of others’ statistical investigations to see if their claims are believable and reasonable. |  |  |

**P3 Progress Outcomes – By the End of Year 8c** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Probability | • recognise claims or misconceptions in relation to chance based situations |  |  |
| • pose investigative questions for chance-based situations, including those with not equally likely outcomes |  |  |
| • plan, conduct, and systematically record data from probability experiments |  |  |
| • use data visualisations to describe the distribution of observed outcomes from probability experiments and possible outcomes for theoretical probability models |  |  |
| • agree or disagree with others’ conclusions by interrogating their chance-based investigations. |  |  |

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