

Progress steps to alert teachers to specific aspects of learning that are essential and time sensitive as students work towards the progress outcomes for phase.1. **(This is NOT a proxy curriculum for years one and two)**

	During the first 6 months	During the first year	During the second year
Subitising	recognise instantly the total number of objects in a group of up to 6	recognise instantly the total number of objects in two patterns, each of up to five objects	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		partition and recombine sets of up to 10 in different ways recognise and represent in different ways, including in te reo Maori, the tens and ones structure of teens numbers (11 - 19)	group, partition and recombine whole numbers up to 100
Operations Addition & Subtraction	join and separate groups of up to a total of 10 objects, and find the result by grouping and counting	join and separate groups of up to 20 objects, and find the difference between groups by grouping and counting.	add and subtract numbers up to 100 by grouping and using number patterns.
Operations: Multiplication & Division		multiply and divide by making equal groups and using grouping or counting	multiply and divide by grouping and using number patterns
Rational Numbers		recognise and represent in different ways, halves and quarters of sets and regions	recognise that relationships between related fractions (e.g 1half is the same as 2 quarters) Find a half, quarter or a third of a set by recognising groups and patterns rather than sharing by ones.
Equality			show than in an equation, both sides of the equal sign represent the same quantity.
Patterns	copy, continue, create and describe a repeating pattern with two elements	copy, continue, create and describe a repeating pattern with 3 elements, and identify the missing elements in a pattern	use both the unit of repeat and the ordinal position (e.g first, second, third) of a repeating pattern to predict further elements
Measurement	compare directly two objects by an attribute (e.g length, weight, capacity)	compare the length, weight, volume and capacity of objects indirectly (i.e by comparing each of them with another object)	use a standard informal unit repeatedly to measure the length, weight, volume or capacity of an object
Classification	sort shapes objects by one feature (e.g colour, shape) identifying the feature chosen	sort and re-sort shapes and objects by features, identifying the features 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 objects	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.	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 variation in outcomes for familiar activities and situations involving chance.

I am hoping to see exemplars as I am not entirely sure what some of the statements actually mean.