Make it Count Maths resources
as provided by **Numicon**

numicon

		Phase 1 (Years 0–3)	**Ratio per resource**	**Phase 2** (Years 4–6)	**Ratio per resource**	**Phase 3** (Years 7–8)	**Ratio per resource**
Student Resources	*Printed* Student Resources	• A full range of apparatus including shapes, pegs, baseboards, Cuisenaire rods and number lines that support the teaching programme. We do not provide 'workbooks' but instead use activities that engage both teacher and student in learning. Students record their learning in their own exercise books in Years 2 and 3.	1 set of core resources per class 1 set of number rods per 6 students 1 set of pegs per 6 students 1 set of shapes per 3 students 1 baseboard per 3 students	• A full range of apparatus including shapes, pegs, baseboards, Cuisenaire rods and number lines that support the teaching programme. We do not provide 'workbooks' but instead use activities that engage both teacher and student in learning. Students record their learning in their own exercise books.	1 set of core resources per class 1 set of number rods per 6 students 1 set of pegs per 6 students 1 set of shapes per 3 students 1 student investigation book per 2 students	• A full range of apparatus including shapes, pegs, baseboards, Cuisenaire rods and number lines that support the teaching programme. We do not provide 'workbooks' but instead use activities that engage both teacher and student in learning. Students record their learning in their own exercise books.	1 set of core resources per class 1 set of number rods per 6 students 1 set of shapes per 3 students 1 student investigation book per 2 students
				• Pupil Books – investigations, problem solving, going deeper, shared one between two. These are not write-in books.	1:1	• Pupil Books – investigations, problem solving, going deeper, shared one between two. These are not write-in books.	1:1
	Digital Student Resources	Access to: • Interactive software on own devices • Images from the Teaching Handbook • Independent/paired practice games/activities on the Teaching Handbook pages • Opening questions from the Pupil Books for whole class or paired discussion					1:1
Teacher Resources	*Printed* Teacher Resources	None Digital resources include photocopy masters for teachers to print as required.					1:1
	Digital Teacher Resources	Full school access to "Firm Foundations Online" and "Numicon Online" across all year levels. • Teaching Handbooks – access to every year level • NZ Curriculum Links • Key Mathematical Ideas • Teaching Progressions • Teaching Activities (lessons) • Links to further practice • Interactive software • Videos offering PD support • Assessment tools					1:1
	Formative Assessment Resources	Formative Assessment is included in every lesson plan. Teachers are shown what to observe and what to listen for. Links in every weeks' planning to: • Student self-assessment • In-class formative assessment • End of week assessment • Milestone checklists are provided to monitor student progress. • Tracking file to record progress					
	Summative Assessment Resources	• Recommend recording the learning using the downloadable Tracking files		• Assessment cards		• Assessment cards	

What Professional Learning Development opportunities will be available? When? How? Please confirm that there is no charge to schools for this.	Free Zooms and webinars at the end of 2024, beginning 2025 and ongoing throughout the year: • What is Numicon? **Starting Well – using the teaching and student resources, classroom set up** • Planning and Assessment Advertised free visits to Advocate Schools to see Numicon in action.
How does the package support variable learning/ accelerative practices to ensure that students can access learning at their correct year level?	• Placement – use OTJ's and PATS to match curriculum year, then match to the Numicon book using the Numicon table on our website. • 'Low threshold high ceiling' teaching activities across the week enable teachers to support accelerative learning and extend learners in all achievement groups. • Incremental steps addresses gaps in understanding, thus accelerating progress. • Pupil Books – Going Deeper investigations also support variable learning in Phases 2 and 3. • Mixed years classes planning – Numicon website. • Manage mixed years by following the sequence from one year. Teach all the levels the same topic but differentiate the learning expectations to match the curriculum. This practice can also be used to close gaps in understanding and accelerate outcomes. • When a school chooses Numicon the teachers will have access to every year of teaching from Years 0-8.
What digital teacher tools are available for explicit and intentional teaching? For example, can teachers present materials on a large screen to support teaching?	• The interactive whiteboard software is accessible on any screen, computer, iPad, chrome book with visual models to support the use of concrete materials and development towards abstract representation and reasoning in maths. For example interactive visual modelling in using the pan balance to demonstrating equals and unequals, partitioning of numbers, patterns in the times tables, using an interactive spinner for number and probability games. • Independent practice and problem-solving activities are drawing on earlier explicit teaching can be easily projected on large screens for ease of availability around the classroom. • Starter image from the week's learning is a great introduction to the learning for the week. It encourages conversation, connecting to past learning and relate their own experiences to the maths in the setting, eg. Roller coaster and arrays or Eggs in a 6 pack carton to demonstrate inverse relationships of addition and subtraction. • The opening page from the Pupil Books can be shown to students as an alternative starter or a follow-up activity or review from previous learning.
How does this package support multi-year level class teaching?	Mixed years classes planning is provided on the Numicon website/typically showing a topic to be taught to all levels together but with differing learning expectations to match the curriculum demands.
How does this package support distance learning?	Full school access to "Firm Foundations Online" and "Numicon Online" across all year levels. • Teaching Handbooks – access to every year level • NZ Curriculum Links • Key Mathematical Ideas • Teaching Progressions • Teaching Activities (lessons) • Links to further practice • Interactive software • Videos offering PD support.
How does this package support distance learning?	**Assessment tools** Student Access to: • Interactive software on own devices • Images from the Teaching Handbook • Independent/paired practice games/activities on the Teaching Handbook pages • Opening questions from the Pupil Books for whole class or paired discussion.
How does this package support inclusivity and equity of access?	• OECD recommendations are completely supported by Numicon – the manipulatives are valuable to all vision-impaired students, grey versions of the shapes are available that reduce the sensitivity for students with autism. The text is well-spaced and the font clear providing support to students with dyslexia and dyscalculia. • Everyone has equal access to the manipulatives in the classroom. • The teaching progressions are cyclic and reading through many strands bring connections to maths understanding and frequent revisiting of concepts supporting all learning. • The teaching pedagogy enables the teacher to deliver incremental learning, and manage flexibility for targeting students. • Priority and lower-achieving students will need more support and longer support through the cyclic nature of the learning progressions and the accompanying resources across all strands. • Language is a key focus in all the teaching activities. The relevant words and terms are taught throughout the week and integrated into learning intentions and success criteria crossing through to all areas of the curriculum.
How are New Zealand contexts reflected in these resources?	• Translations to Te Reo have been made of the assessment resources • Supporting resources in Te Reo and Pasifika languages are freely available on the Numicon NZ website. • Cuisenaire rods have been historically used in NZ to teach maths and Te Reo. There are many schools that are already familiar with this resource. • Māori and Pasifika maths lessons are being written in all strands.
How have your resources been adapted to meet the requirements of the revised Mathematics and Statistics learning area in the NZC?	• Statistics is covered in Numicon but extra resources for each book are being written to complete the requirements of the new curriculum. • A Money Resource is being created with $ and c for NZ schools. • An extra step in the teaching resources is being added to extend the learning, especially in Numicon 5 and 6. For example – GEMA as an extension of BODMAS.
Will schools need to purchase any additional materials in order to use these resources?	If schools do not already have pan balances or similar, these would be an added purchase but all core resources are provided.