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Aspect 3: I Can Use Number Patterns

NSW Numeracy Continuum, Aspect 3: Pattern and Number Structure
(Source: NSW Department of Education & Communities (2010), Numeracy Continuum K – 10.
Available at URL: http://www.numeracycontinuum.com/index.php/continuum-chart)

INSTANT (SUBITISE)

☐ I can recognise small collections of objects without counting.

REPEATED

☐ I can create a repeating pattern (e.g. ●●●●●).
☐ I can recognise the repeating unit in a pattern (e.g. ●●●●●).
☐ I can continue a repeating pattern (e.g. ●●●●●●●●●●●).
☐ I can describe the repeating pattern (e.g. the repeating pattern is red, black).

MULTIPLE

☐ I can recognise a repeating unit (e.g. ●●● ●●● ●●●).
☐ I can create a pattern of repeating units (e.g. ●●● ●●● ●●● ●●●).
☐ I can describe the repeating pattern (e.g. the repeating pattern is increasing by 3).

PART WHOLE TO 10

☐ I can recall simple number combinations to 10 (e.g. 3 and 7 makes 10; 6 and 4 makes 10, etc.)
☐ I can take any number up to 9 and work out how many more I need to make 10.

PART WHOLE TO 20

☐ I can easily identify number combinations to 20 (e.g. 17 and 3 makes 20; double 10 is 20, etc.)
☐ I can break up numbers to 20 in a variety of ways (e.g. 14 is 1 ten and 4 ones; 7 and 7 makes 14).

NUMBER PROPERTIES

☐ I can break up numbers in a variety of ways (e.g. 45 is 4 tens and 5 ones; 45 ones or 20 + 20 + 5, etc.)
☐ I can regroup numbers to help when solving problems (e.g. 9 x 6 = 3 x 6 + 6 x 6; 27 + 38 + 3 = 27 + 3 + 38).

Important Note to Teachers, Parents and Caregivers: This this guide should be used with direct reference to the relevant aspect and section of the NSW Department of Education & Communities Numeracy Continuum K – 10, 2010.