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| **Student Name:** | **PHASES IN SKILL DEVELOPMENT** | | | | | |
| **Curriculum Skill: "*Number Theory"***  **GLD Level:** Mild  **Curricular Area:** Mathematics  **Curricular Strand:** Number  **Strand Unit:** Number Theory |  | **Attained** | | | **Extended** | |
| **Acquiring** | **Becoming Fluent** | **Maintenance** | **Generalisation** | **Application** | **Adaptation** |
| Identify simple prime and composite numbers:    *define a prime number, i.e. a number greater than 1 with exactly two divisors, itself and 1  identify simple prime numbers by trial and error, e.g. 2, 5, 7, 11  identify and record primes with Sieve of Eratosthenes  define a composite number, i.e. a number that has more than two divisors, e.g. 4, 6, 9  identify and record composite numbers using number facts and/or a calculator  investigate relationship with odd* |  |  |  |  |  |  |
| Identify square and rectangular numbers:    *construct diagrams on geoboards, pegboards and squared paper to illustrate simple square and rectangular numbers explore, compare and record these numbers* |  |  |  |  |  |  |
| Identify factors and multiples:    *identify factors and multiples from basic multiplication facts* |  |  |  |  |  |  |
| Identify simple prime and composite numbers |  |  |  |  |  |  |
| Identify and explore square numbers:    *16 = 4 x 4 = 4 to the power of 2* |  |  |  |  |  |  |
| Explore and identify simple square roots:    *construct diagrams  record and relate to square numbers* |  |  |  |  |  |  |
| Identify common factors and multiples:    *explore and record factors and multiples to identify common factors and multiples* |  |  |  |  |  |  |
| Write whole numbers in exponential form:    *1000 = 10 x 10 x 10 = 10 to the power of 3  8 = 2 x 2 x 2 = 2 to the power of 3* |  |  |  |  |  |  |