

# OUR PR1ME STORY

## KNIGHTON NORMAL SCHOOL

### Our KNS PR1ME journey...

We trialled the PR1ME programme in 2016 in a Year 1-2, a Year 3-4 and a Year 5-6 class as we had noticed that the children in our Te Hihiri Partial Immersion classes were not making any gains; there was no accelerated learning. We wanted to look for something that was not based around the Numeracy Project as we found that after so many years of using it, the same outcomes were happening and we weren't fixing anything. We put together a proposal for the board to trial PR1ME in the three classes of the unit that spans from Years 1 to 6, so we would get all levels covered. We compared the end-of-year data to the other cohorts, and it was impressive enough to convince the board to trial the programme throughout the school the following year.

From these results our school decided that PR1ME, as a sequential resource, is something our school is committed to using.

This means that the 'strands' are not isolated topics ~ these are covered as PR1ME progresses through your programme, e.g. if you are working through Book 2, after Fractions (chapter 12), you then move on to Time (chapter 13) etc. This is an important part of the PR1ME resource as each chapter builds on the next (e.g.: students learn about  $\frac{1}{4}$ ,  $\frac{1}{2}$  etc. in chapter 12, before then moving on to quarter past and half past the hour in chapter 13).

Each chapter fulfils a different purpose, but together form the complete learning and teaching programme.

Teachers are encouraged to use other resources, strategies that complement and enhance their current PR1ME teaching focus, therefore developing a rich, robust maths programme for their class.

**Knighton Normal School**  
**HAMILTON**  
**Waikato**  
**Contributing School**  
**Yr 0-6**  
**672 students**



Knighton Normal  
School