

Parent Curriculum Information Evening 10th Feb 2020



OUTLINE OF THE EVENING

Prayer

Introductions

Camp

R.E

The Curriculum

Mathematics

English – Reading, Writing

Homework

Questions

Individual classrooms

YMCA Kaitoke Outdoor Education Centre

23 March – 25 March

The permission/medical form is a google survey form and a hard copy version. This needs to be filled in asap please.

We will take hard copy with us.

Health and safety is covered by the school and the venue has its own forms and audits for specialist equipment and providers. We take a comprehensive first aid kit.

Tonight is an opportunity for you to ask any questions or raise concerns if you have them.

We need 9 parents for the whole time. They need to be police checked.

<https://www.youtube.com/watch?v=x64QbyjooU4>

The Special Character

Living out our Special Character: School Masses and Liturgies



Term 1	Term 2	Term 3	Term 4
Signing of our class treaties	Feast of the Sacred Heart	The Feast of the Assumption (Saturday)	All Saints Day
Ash Wednesday	Mother's Day Liturgy	Father's Day Liturgy	Grandparents Liturgy
Stations of the Cross		Social Justice Liturgy	End of Year Mass

Curriculum

In 2020 our students will cover the following key themes. Our students will cover the following key themes. Contexts will be responsive to what is happening in local, national or international environment. We plan to take an integrated approach to the delivery of the New Zealand Curriculum and RE curriculum. The 6 Cs are skills that our students will need to thrive in a twenty first century environment and are future orientated. This approach will ensure that we “Light the Spark” for our learners.

Wellbeing Looking after myself?	Culture and Community Who are we?	Perspective and Opinion Having my say?	Think Problem Solving?
<ul style="list-style-type: none"> •Learn about leading healthy life •Strengthen personal wellbeing 	<ul style="list-style-type: none"> •Explore ideas, beliefs and practices of a community of people 	<ul style="list-style-type: none"> •Explore an issue •Take position and argue a case to seek a change 	<ul style="list-style-type: none"> •Thinking processes •Build understanding of how the world works
Character Communication Citizenship	Character Citizenship Collaboration Communication	Critical Thinking and Problem Solving Citizenship Character	Critical Thinking and Problem Solving Collaboration Communication

Assessment and Achievement



These are some of the tools we use to measure achievement and progress. Running Records, PAT, STAR , levelled curriculum tests Basic Facts, Writing samples.

We will report on progress that has been made using multiple tools and will also give you an indication as to where your child is sitting in terms of achievement levels against the curriculum. These levels take 2 years to achieve. We have a dynamic rich curriculum that allows us to develop strengths and celebrate success. As a school we will continue to personalise the learning for our students through an effective goal setting programme. We will continue to give you suggestions as to what you can do at home to support the learning process at school.

Year 2 students are expected to be achieving at **Level 1** of the curriculum, **Year 4** students are expected to be achieving at **Level 2**, **Year 6** students are expected to be achieving at Level 3 and **Year 8** students are expected to be achieving at **Level 4**.

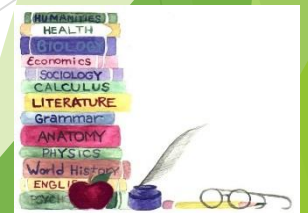
Years and Curriculum Levels



Some students are operating above where they should while others aren't quite where they should be and require some extra support.

Self assessment will continue to be an important part of the school day. We will continue to encourage our students to reflect on their own learning and identify what they can and can't do. We can learn so much about a child in regards to the curriculum by this feedback as well as assessment results.

We share our expertise, planning and resources with each other.
We moderate student work so we are consistent across the school.
Students will know what they are learning and why.



Mathematics

- ▶ The curriculum is divided into 5 strands
- ▶ Number
- ▶ Algebra
- ▶ Statistics
- ▶ Measurement
- ▶ Geometry

To be at the expected curriculum level in Year 7/8, children need to have attained Level 4.

Primary school levels are 1 – 4

Secondary levels are 4 – 7

Level 4 is the crossover level.

Years 7/8 children are required to work **in** level 4.

Yr 7 are often working at the beginning of Level 4.

Yr 8 are working in the middle of the level.

Some children still need some level 3.

Some children work at bits of level 5.

In the senior school, the syndicate is divided into 3 groups.

This is based on standardised testing – the PAT – teacher made levelled tests and observation by the teacher – over-all teacher judgement.

NUMBER

Is done twice in the 2 years.

The other strands are split in half to enable the whole level to be covered in 2 years.

E.g. geometry last year – polygons, angles, 3D.

This year - symmetry, rotation and enlargement.

All classes

cover basic facts and tables

written forms of computation

problem solving in each operation

The RESOURCES are text books, worksheets
and web sites.

Most children are assessed at level 4.

Some children are also assessed at level 3 to see
exactly where the gaps are.

The 3 classes are

Rm 8 These children working fully in level 4 and some are on some extension activities.

Rm 9 These children are beginning to work in level 4. There are some level 3 gaps being worked on.

Rm 10 These children are mostly working in level 4. There are some gaps being filled.

WRITING

**Different styles of writing are
explanation, poetry,
instructional,
report, persuade, argumentative,**

This term our main focus in writing is character description. However we do look for contexts and opportunities for writing that are relevant and engage our students.

Emphasis is placed on language and content.

Writing is integrated with the reading programme as students learn that quality writing makes interesting reading.

When assessing writing we look at 7 points.

The first category is

IDEAS.

How many points are relevant to the subject and are children able to expand on their ideas.

The second aspect is

STRUCTURE / LANGUAGE

Is there an effective introduction?

Students learn to think about the purpose and audience for the writing.

E.g. Recount writing uses the past tense and tells events in order.

ORGANISATION

Is the writing paragraphed with only one subject per paragraph?

Do the paragraphs flow?

Is there a conclusion that rounds off the writing?

VOCABULARY

Are there only every day words used?

Are there interesting adjectives and adverbs to keep the reader interested?

Are there interesting phrases used?

The last 3 categories are what we call 'surface' features. They include

SENTENCE STRUCTURE

Are the sentences simple or compound?

Is there a variety of sentences, some short, some long?

PUNCTUATION

Full stops, capital letters, speech marks, use of apostrophes, commas etc.

SPELLING

The children use exemplars to self assess and learn from.

Students also learn to peer assess. They learn how to give appropriate and constructive feedback.

Studies show this is a highly effective way for students to learn.


Reading

Back Ground Information

1. Decode
2. Vocabulary
3. Surface comprehension
4. Inference

Level 4 (reading age 12-14)

- ▶ At level 4 children need to be able to select and read a range of books (both fiction and non-fiction) for enjoyment.
- ▶ Children need to be able to talk about a book showing an understanding of the plot, characters, setting and the author's message.

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- ▶ Children need to be able to read articles and stories answering given questions.
 - ▶ Find all relevant information contained within a text.
 - ▶ When appropriate relate their own experiences to the text read.

In the Classroom

Silent reading.

Teacher lead group sessions with independent follow up work.

(A variety of books and articles are used)

Research reading activities.

(Comparing one text to another)

Reading and taking notes from web sites.
(Not cut and paste)

Library sessions.

Teacher reading aloud to the class.

(discussion on text and vocabulary)