

# Middle Syndicate Curriculum Night

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# AGENDA

KAUPAPA O TE PO

KARAKIA/ INTRODUCTIONS

READING

WRITING

QUESTIONS

MATHEMATICS

INQUIRY LEARNING

RELIGIOUS EDUCATION

QUESTIONS

DIGITAL TECHNOLOGY

CLASSROOM HOUSEKEEPING SESSIONS- IN

INDIVIDUAL CLASSROOMS



## A Prayer For God's Inspiration

God of Imagination,  
May everything we do  
begin with your inspiration  
and continue with your saving  
help.

Let our work always find its  
origin in you  
and through you reach  
completion.

We ask this through our Lord  
Jesus Christ, your Son,  
who lives and reigns with you  
and the Holy Spirit,  
one God, for ever and ever.

Amen

*The Liturgy of the Hours*





## Years and Curriculum Levels





# Assessment

- Teachers make an overall teacher judgement when they assess a student's achievement. A range of approaches is necessary in order to get a picture of the areas or progress, areas requiring attention, and what a student's progress looks like so it not just based on the results of one test.
- Evidence is gathered in the following three ways:
- Observing the process a student uses to complete a learning task.
- Talking with the student to find out what they know, understand and can do.
- Gathering results from formal assessments
  - Running Records/ Probe
  - Levelled curriculum tests in Maths
  - Basic Facts
  - South Australian Spelling Tests
  - Essential Spelling Lists from NZCER
  - E- aSStle- Writing
  - PAT's- Reading Comprehension, Reading Vocabulary, STAR Reading assessment, Writing- Grammar and Punctuation, Mathematics and Listening Comprehension.

# Maths in the Middle Syndicate


Years 4-6 there is less focus on Numeracy, with students learning how to set out working to maths problems in books or worksheets. This is introduced in Year 4 with Years 5-6 students, particularly those working at Level 3 or extended in Level 4 becoming more independent with setting out their working in their book, and with using a textbook.

As your child progresses through each level, the numbers they work with will be bigger. Students at Level 2, (expected level for Year 4), look at numbers to a thousand. Students at Level 3 work with numbers to a million and beyond. At Level 3 the concept of decimals is introduced.

Levels are assessed at the start of the year with a Number assessment and a maths PAT. From there we meet as a team and discuss which class your child will go to for maths. We move between classes for maths so we better meet our students' needs. These classes are not fixed and some children may move as the year progresses.

# MATHS







# Basic Facts- Knowing them and being able to recall them quickly is key.

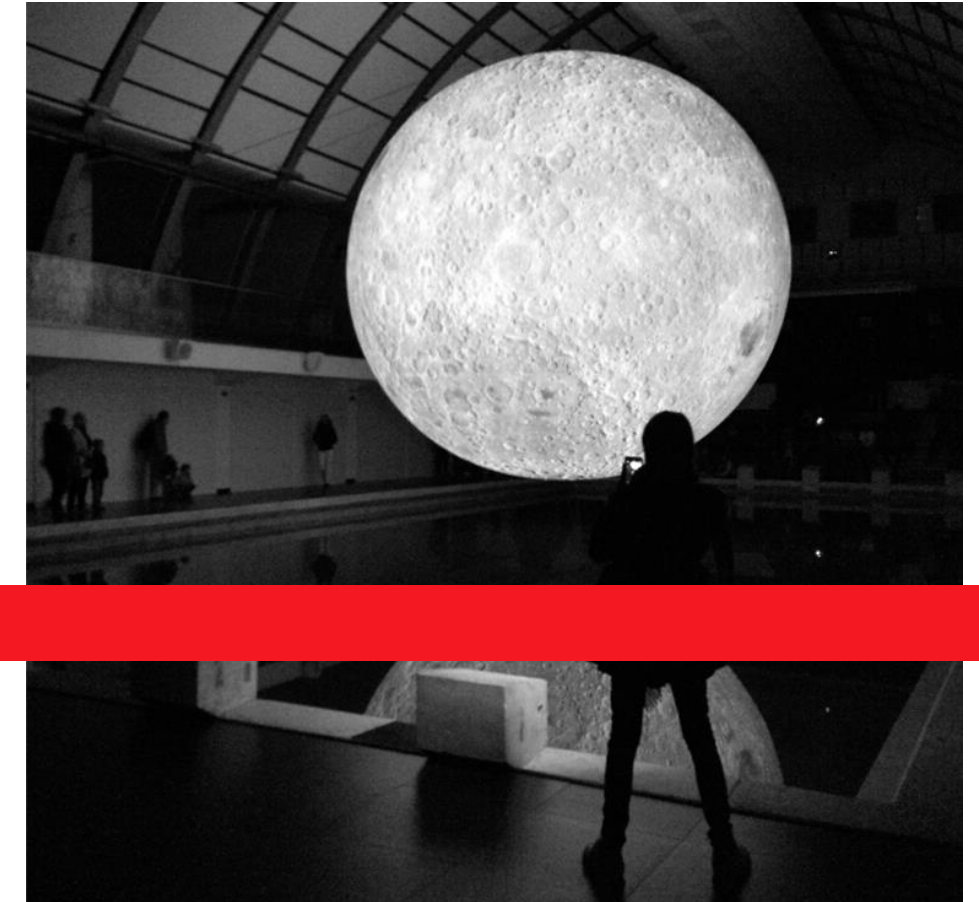
We need you to push the practice of these at home. Start with addition, then move onto subtraction and then multiplication and division, (the last two in particular for a Year 5 -6 child is important.) It doesn't need to be more than 10 minutes a day but needs to be consistent.

Knowing their basic facts and being able to recall these at speed means your child will be more likely to finish tasks within a given time so they can make the most of practice in class.



# Level 2 Expectations

- ▶ These continue on from the Year 3 expectations, focusing on mastering the knowledge and skills of Level 2. In Year 4, we have a greater focus on written computation.
- ▶ Once the children have a good knowledge of place value and basic facts we begin to focus on the standard written method of recording for addition, subtraction, multiplication and division.
- ▶ We work with numbers 1 - 1,000.
- ▶ Basic fact practice is key with know how to use 2, 3, 4, 5 & 10 times tables to solve problems.
- ▶ Associated division facts are introduced.





- ▶ Recognise the place value of numbers from 0 to 1,000,000 and read and write any number in this range.
- ▶ Master addition and subtraction facts. Develop knowledge of ALL times tables and division basic facts, focusing on accuracy and recall speed. Use them to solve problems that use all operations.
- ▶ Use strategies such as rounding and opposite operations to estimate and check working.
- ▶ Further develop ability to set out working methodically in books.
- ▶ Use problem solving skills to solve word problems where they must use the appropriate operation and show working.

quantities. e.g. What is  $\frac{1}{4}$  of 16

## Level 3/1 Expectations

# Level 3/2 Expectations (end of Level 3.)

- ▶ Recognise the place value of numbers from 0 to 1,000, 000 and beyond and decimal numbers to the thousandths.
- ▶ Recall ALL times tables and division basic facts. Use them to solve problems that use all operations.
- ▶ Use strategies such as rounding and opposite operations to estimate and check working.
- ▶ Master decomposition with subtraction and long multiplication with whole numbers and simple decimals.
- ▶ Use problem solving skills to solve word problems where they must decide on the appropriate operation to use and show working. This may involve multi-step problems.
- ▶ Find fractions & percentages of sets, shapes, and quantities.

**By the end of Level 2**

- Automatically read all high frequency words
- Use strategies for working out unknown words, for example, breaking the word into syllables, reading on then going back
- Locate information in order to answer questions
- Make simple inferences, from the underlying clues left by the author
- Find evidence in text to justify their ideas and opinions
- Use illustrations, photographs, text boxes, diagrams, maps, charts, and graphs in text to support comprehension
- Read for longer periods and with longer texts i.e., reading junior novels over several days for personal reading



# READING









## Level 2



**Automatically read all high frequency words**

- ° Use strategies for working out unknown words, for example, breaking the word into syllables, reading on then going back**
  - ° Locate information in order to answer questions**
  - ° Make simple inferences, from the underlying clues left by the author**
  - ° Find evidence in text to justify their ideas and opinions**
  - ° Use illustrations, photographs, text boxes, diagrams, maps, charts, and graphs in text to support comprehension**
  - ° Read for longer periods and with longer texts i.e., reading junior novels over several days for personal reading**
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## Level 3

- Independently monitor their reading for accuracy and sense over longer texts
- Identify different text types and their features
- Understanding of abstract ideas further developed
- Use research skills to locate and interpret information
- Locate evidence in a text to justify an idea or opinion. Provide detail to explain their stance in writing
- Make inferences, from the underlying clues left by the author. Locate evidence to justify opinions
- Explore figurative and/or ambiguous language
- Use illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation.
- Regularly read over sustained periods such as novels and across a variety of texts for personal reading

# Writing- Level 2

:

- Support some of their ideas with detail
- Choose a simple text structure and vocabulary that fits the type of writing
- Begin to paragraph ideas
- Write simple sentences and compound sentences where two ideas are linked with a joining word such as because, although, but
- Become more confident with adapting their writing style to fit the types of writing.
- Spell most high frequency words accurately.
- Use a simple dictionary and thesaurus to check meanings and find new words to enhance their writing.

Use capital letters, full stops, question marks and exclamation marks correctly.

- Revise and edit their work with increasing accuracy.

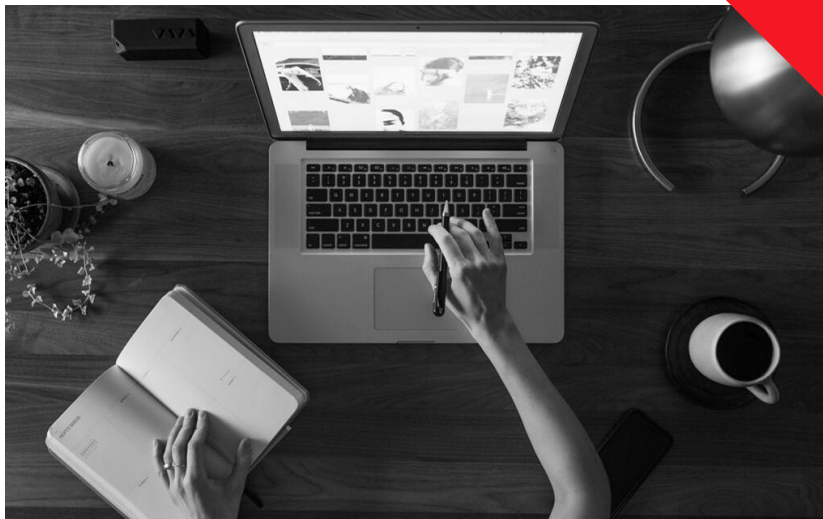


# End of Level 3



- By the end of Year 6, students will create texts at Level 3. The text and task demands of the curriculum are similar for students in Years 5 and 6. The difference for Year 6 is that students are working towards mastering Level 3.
- In particular, by the end of year 6, students will be required to write more complex texts than students in Year 5 and to be more effective in adapting their writing style to fit the different types of writing.
- Such as use of figurative language -metaphors and similes will be evident in narrative and descriptive work.
- Students will be more experienced with using persuasive language and back up detail needed for persuasive speech writing.
- There also should be more independence in reworking and editing writing.

# Making things happen



## INSPIRATION

Presentations are  
communication tools.



## IDEATION

Presentations are  
communication tools.



## IMPLEMENTATION

Presentations are  
communication tools.

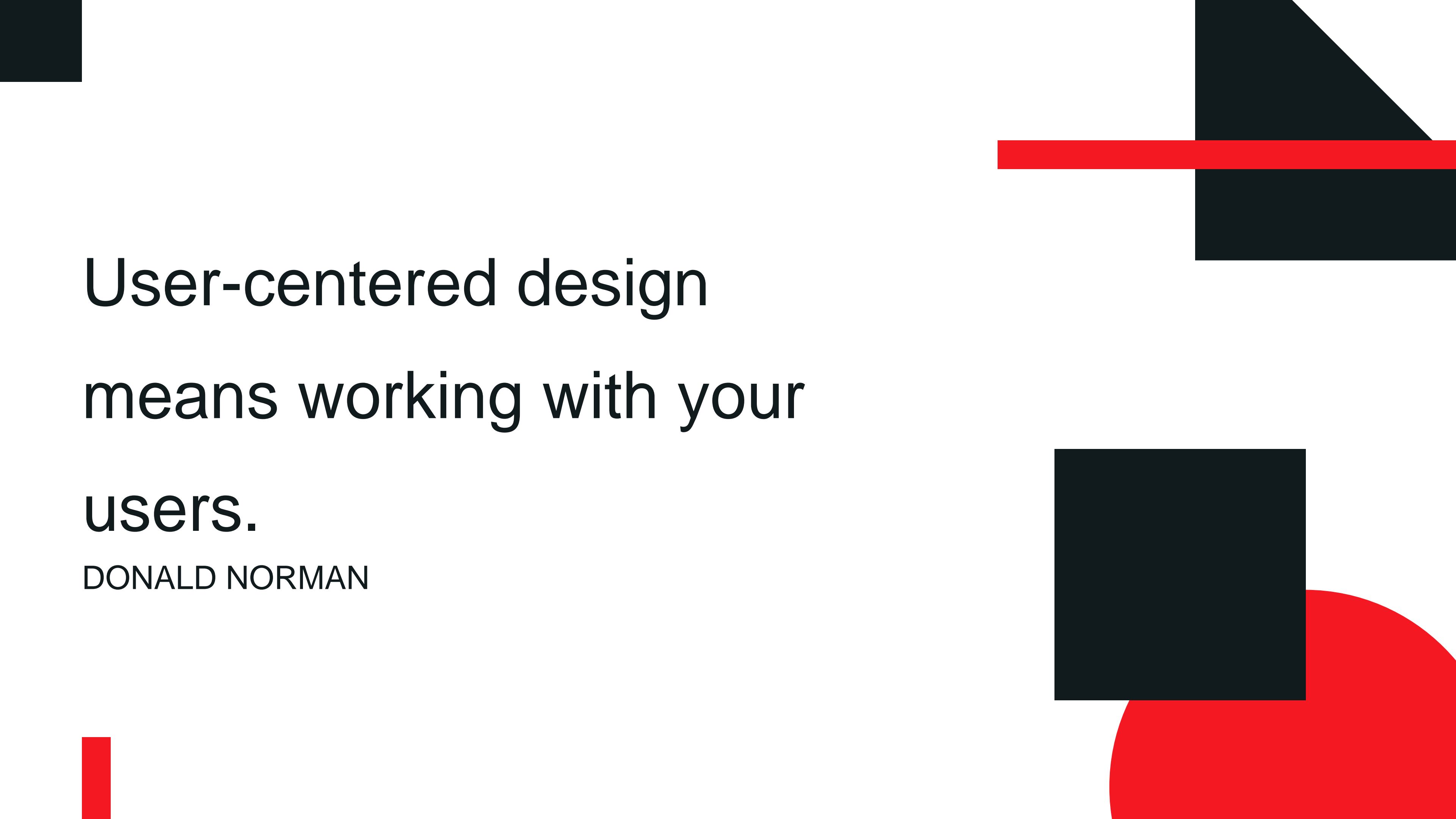


# WRITING



Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.



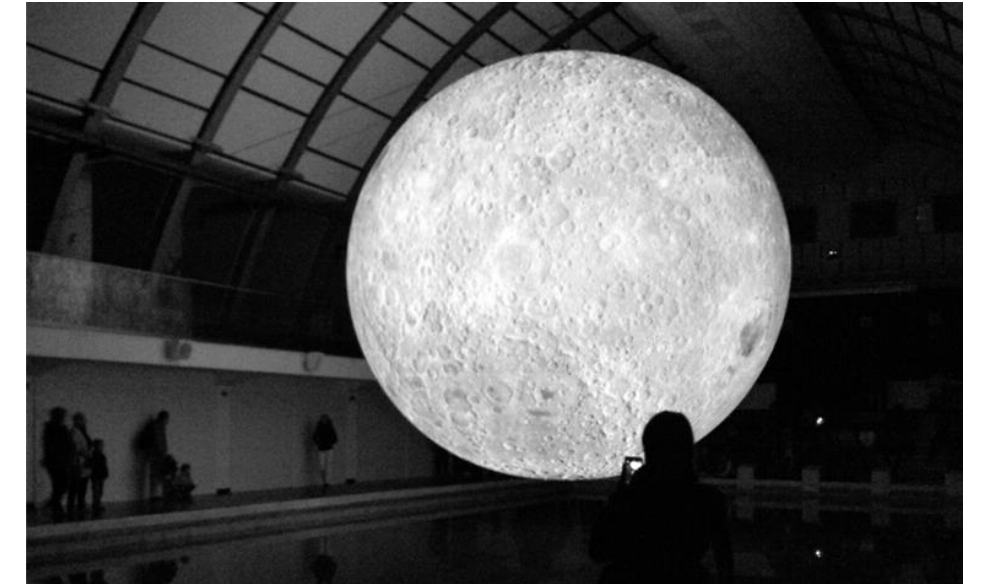
The background features several abstract geometric elements: a solid black square in the top-left corner; a dark navy blue triangle in the top-right corner with a horizontal red bar passing through its middle; a dark navy blue square in the bottom-right area overlapping a large red circle; and a vertical red bar in the bottom-left corner.

User-centered design  
means working with your  
users.

DONALD NORMAN

# THE FOCUS IS ON PEOPLE.

Presentations are  
communication tools that  
can be used as lectures.



# HUMAN CENTERED DESIGN



Presentations are communication tools  
that can be used as demonstrations,  
lectures, speeches, reports, and more.





# BENEFITS OF HCD



## REDUCES TIME

Presentations are communication tools that can be used as lectures.



## IMPROVES LIFE

Presentations are communication tools that can be used as lectures.



## INCREASES SALES

Presentations are communication tools that can be used as lectures.

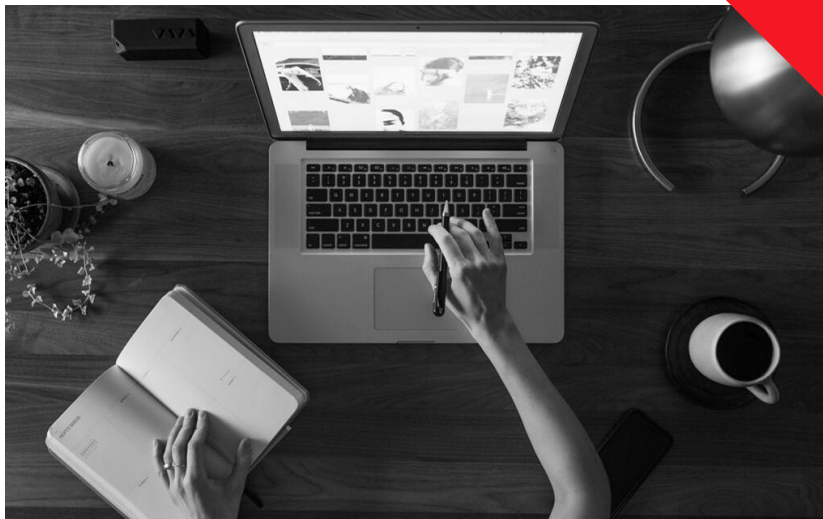


## MAXIMIZE USAGE

Presentations are communication tools that can be used as lectures.



# Making things happen



## INSPIRATION

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## IDEATION

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## IMPLEMENTATION

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# INQUIRY



Inquiry is based on the philosophy that education begins with the curiosity of the learner.



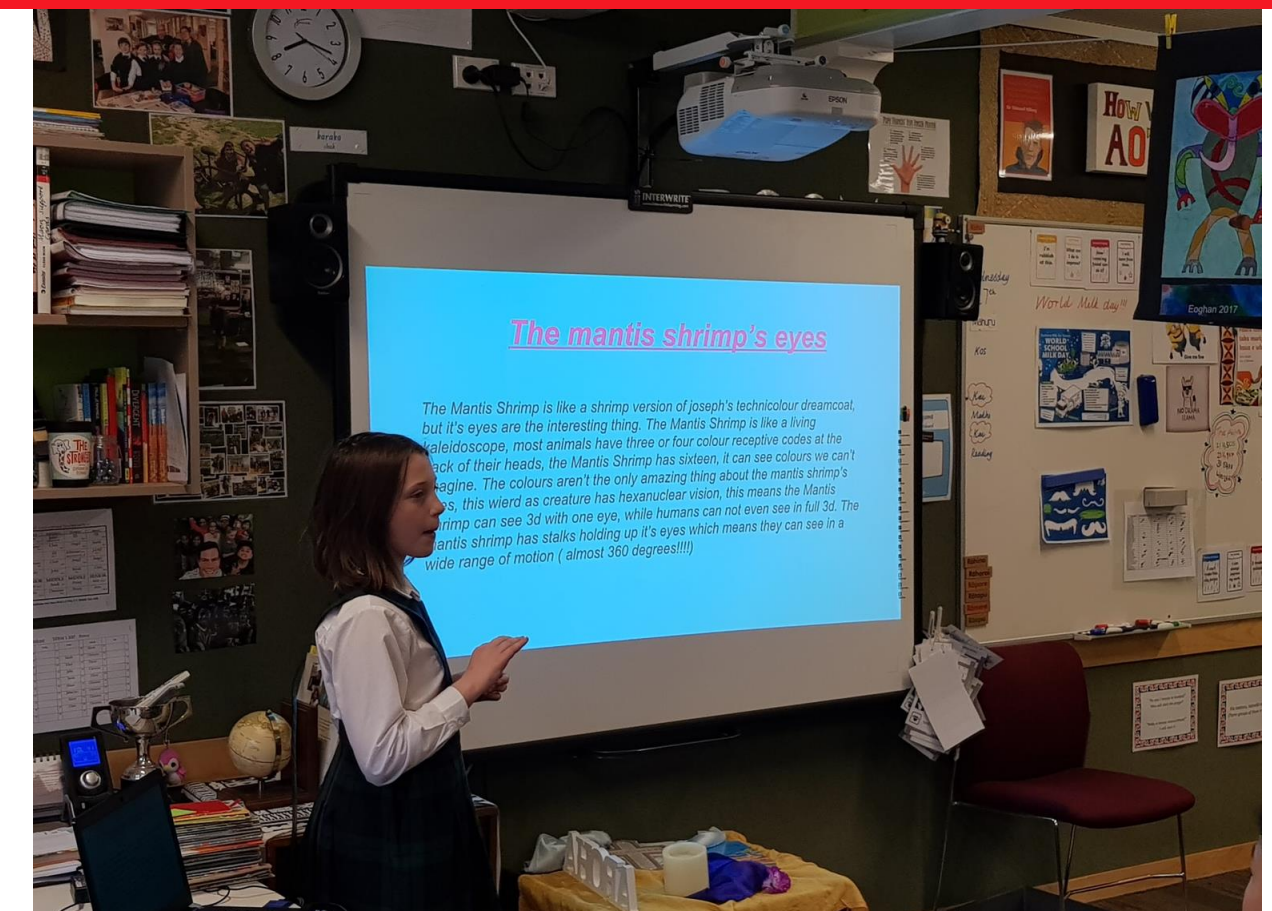
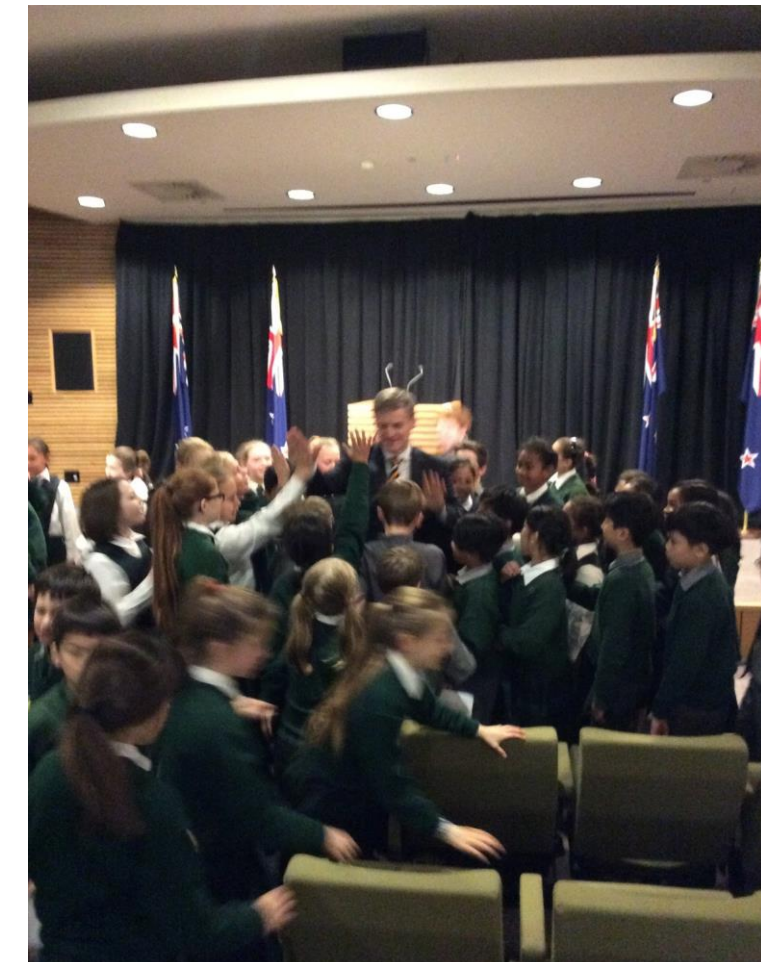
# **What is Inquiry?**

**Inquiry is learning that ...  
involves exploring the world  
asks questions  
makes discoveries  
rigorously tests those discoveries in the  
search for new understanding and knowledge.**



# THE FOCUS IS ON AUTHENTICITY.

In 2020 our students will cover contexts that will be responsive to what is happening in local, national or international environment. We plan to take an integrated approach and contexts will be reflective of what is happening in local, national or international environment.







SHCS Inquiry model



# RELIGIOUS EDUCATION



Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.



# Jesus is at the centre of everything we do at SHCS



CLASS LITURGIES



SERVICE



SCHOOL  
LITURGIES





# Catholic Social Teachings



# THE DIGITAL CURRICULUM

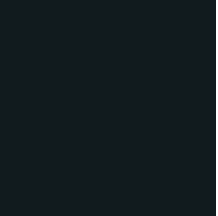


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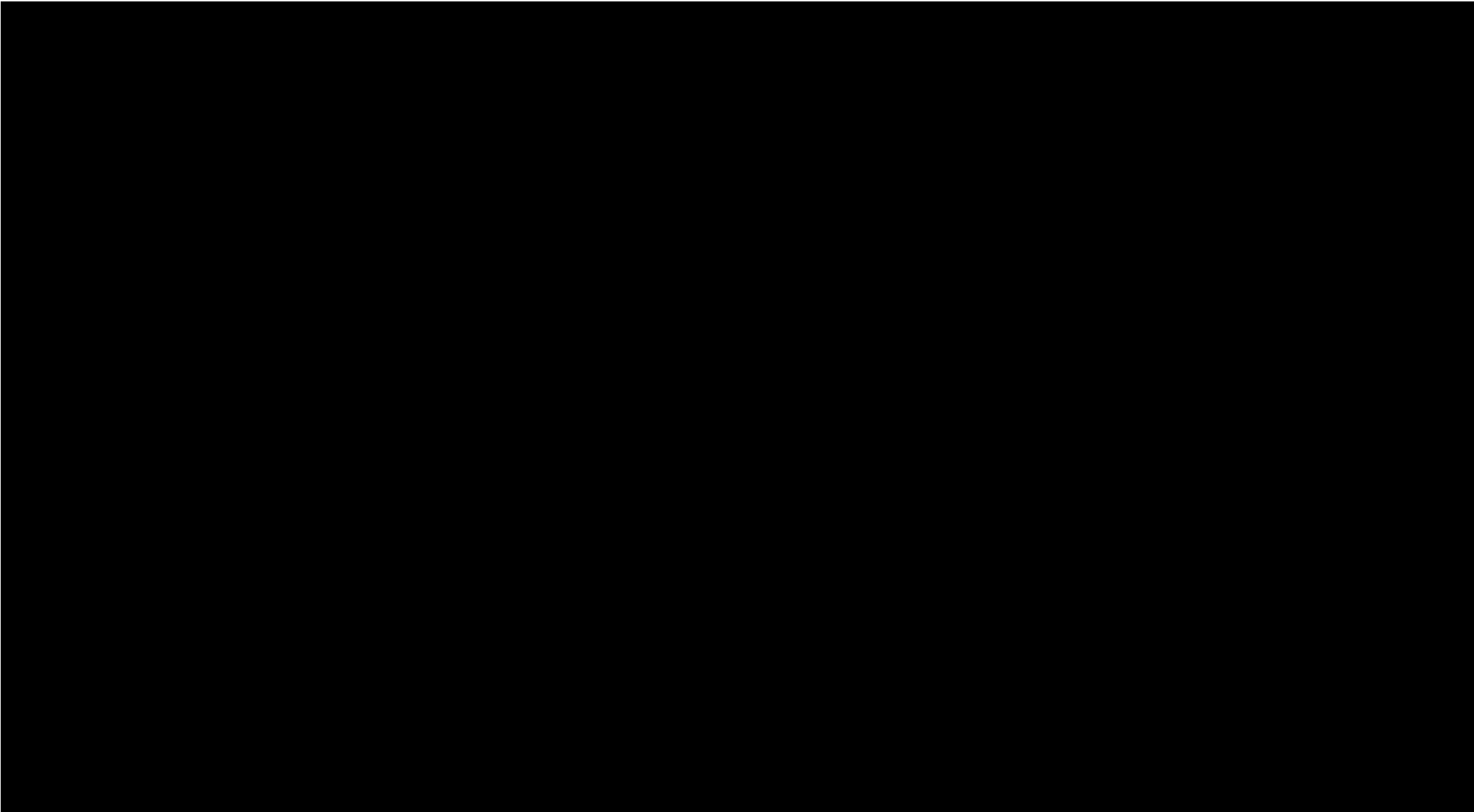


# What is the Digital Technology Curriculum?

The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce."

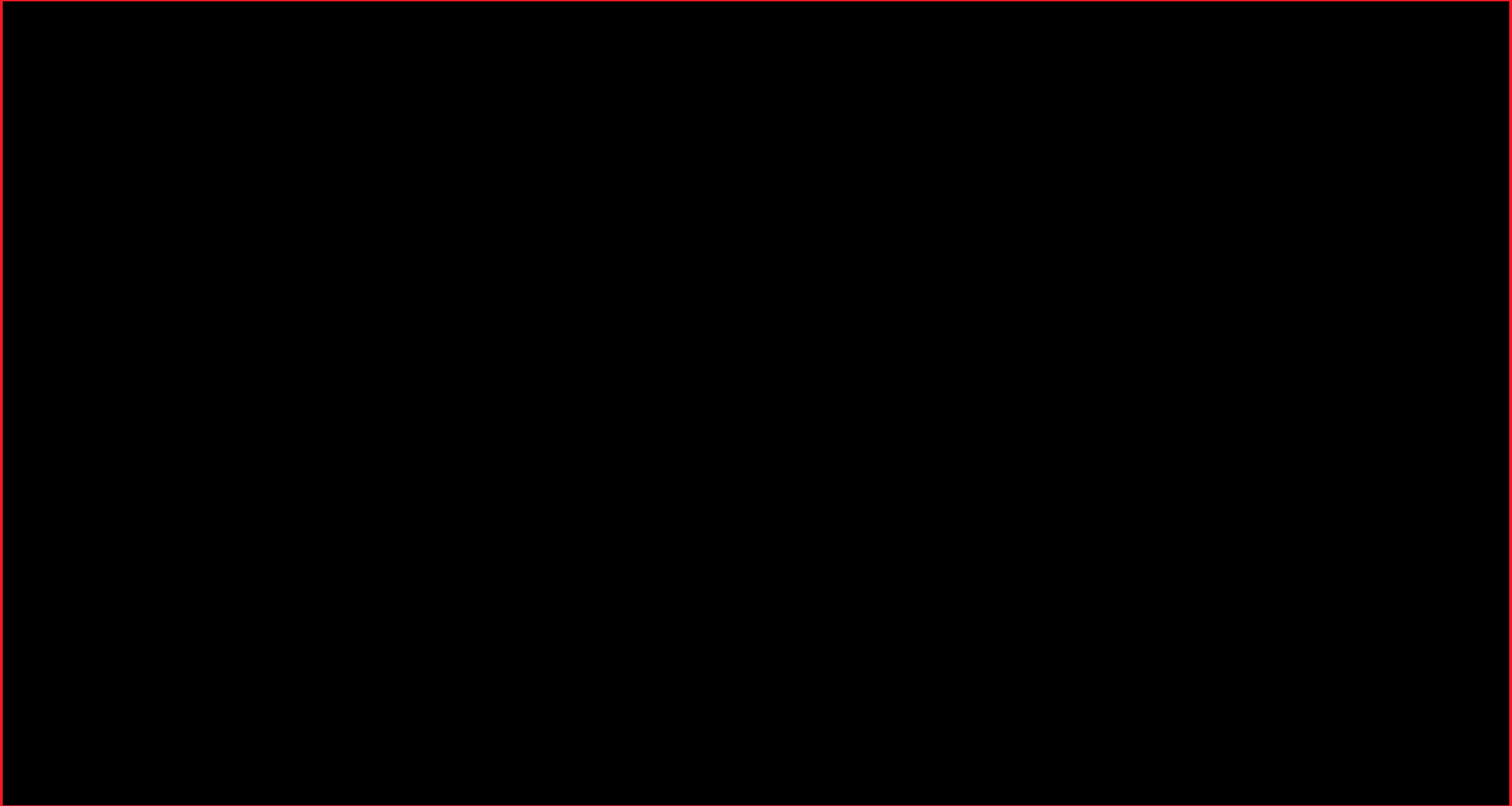


**AN EXAMPLE OF  
'COMPUTATIONAL THINKING':**





**AN EXAMPLE OF ‘DESIGNING  
AND DEVELOPING DIGITAL  
OUTCOMES’:**





# MAKING IT BETTER

## FOCUS ON THE USER'S PROBLEMS

Presentations are communication tools.

## CREATE PROTOTYPES

Presentations are communication tools.

## GATHER USER FEEDBACK

Presentations are communication tools.



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