Curriculum Session

Junior Syndicate

10th February 2020

Agenda

- Prayer/ Introductions
- NZ Curriculum Documents
- Maths
- Reading
- Writing
- Inquiry Learning
- R.E
- Questions

After the Holidays

Dear God,
The holidays are over and we return to school for a new term. May it be for us all a new start: a chance to surprise ourselves at what we can achieve, a new opportunity to make friends and to make this school a community where everyone can feel at home.

What Do We Use To Direct Our Teaching ?

Key Resources

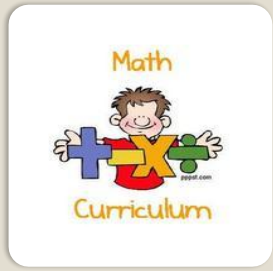
- The NZ Curriculum
- Sacred Heart Curriculum
- The Learning Progressions

No longer

- The National Standards

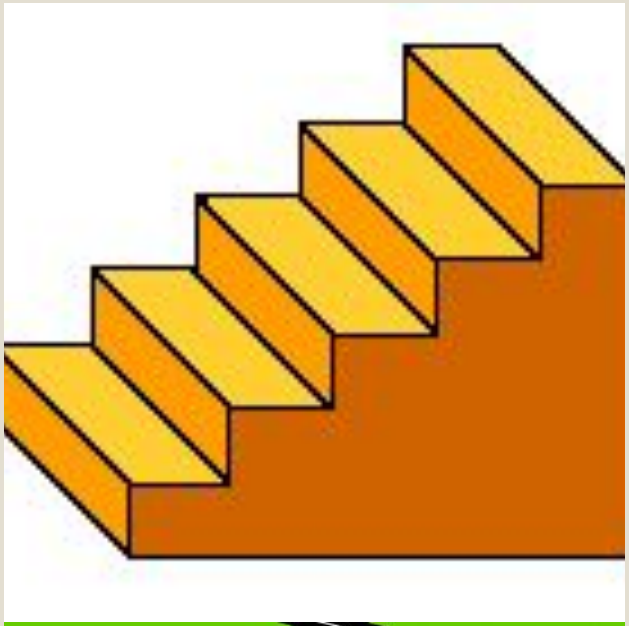
Our Teaching/Learning Destination

- The Curriculum is like the roadmap. It tells us what we need to teach in Year 1, 2 and 3 and where children need to be after 2, 4, 6 and 8 years at school.
- The Old National Standards were signs that we were going at the right speed to get to our destination. We still collect data. We still analyse data and target children not moving at the right speed, probably more so!



Learning Progressions Help Teachers Plan

- A **learning progression** is the road or pathway that students travel as they progress toward mastery of the skills needed for that stage.It is our planning as a teacher.



Years and Curriculum Levels

Local Curriculum

The local curriculum is the way that we bring *The New Zealand Curriculum* to life at our school. We are aiming to

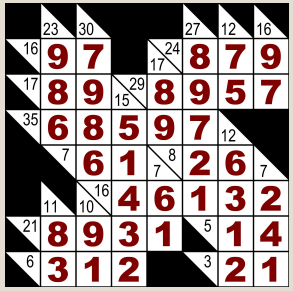
- be responsive to the needs, identity, language, culture, interests, strengths and aspirations of our learners and their families
- have a clear focus on what supports the progress of all learners
- integrate Te Tiriti o Waitangi into classroom learning
- help learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learner

The Numeracy Project

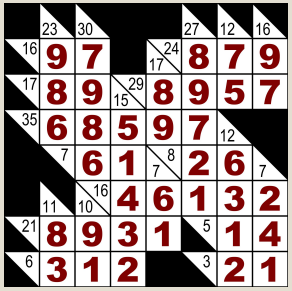
Focuses on:

- **Developing children's understanding of numbers – knowledge**
- **Developing their ability to use numbers to solve problems – strategy**

Children may solve number problems by counting, adding, subtracting, multiplying, dividing, or combinations of these.



Numeracy Stages



St 0 Emergent

St 1 One to One Counting

St 2 Count from one on Materials

St 3 Count from one by Imaging

St 4 Advanced Counting

St 5 Early Additive Part-Whole

St 6 Advanced Additive Part-Whole

St 7 Advanced Multiplicative

St 8 Advanced Proportional

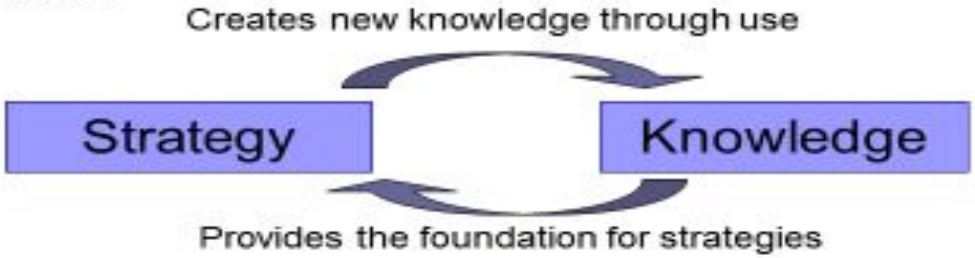
Counting Strategies

Non Counting Strategies

The NZ Numeracy Framework

The NZ Numeracy Framework

- Each Numeracy Stage highlights key knowledge and strategy that a child should know.
- Strong knowledge is essential for students to broaden their strategies across a full range of numbers.



Curriculum Levels and Maths Stages

NZ Curriculum Stages	**1**		**2**		**3**		**4**		**5**
Time at School	**After 1 year**	**After 2 years**	**After 3 years**	**End of Y4**	**End of Y5**	**End of Y6**	**End of Y7**	**End of Y8**	
Numeracy Strategy Stages	**2 -3**	**4**	**5**		**6**		**7**		**8**

Knowledge and Strategy

- Knowledge
  - Number Identification
  - Number Sequence and Order
  - Grouping and Place Value
  - Basic Facts

- Strategy – Addition and Subtraction
  Multiplication and Division
  Fractions, Proportions and Ratios

Stage 1

I can read numbers to 10

I can count forwards to 10 1, 2, 3, 4, 5...

I can count a set of objects up to 10.

I can say the number after

1, 2, ___

I know patterns to 5

I can count backwards from 10 10, 9, 8, 7, 6...

I can say the number before

___7, 8, 9

I can order numbers to 10

Stage 2

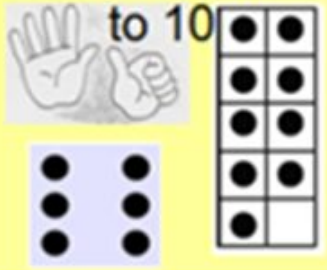
I can count forwards to 20 8, 9, 10, 11, 12...

I can say the number after 11, 12, ___

I can solve problems by counting all the objects.

I know 5 and patterns 

I can read numbers to 20

I know patterns to 10 

I can count backwards from 20 20, 19, 18, 17, 16...

I can say the number before ___17, 18, 19

I can order numbers to 20

Stage 3

I can count forwards to 20 8, 9, 10, 11, 12...

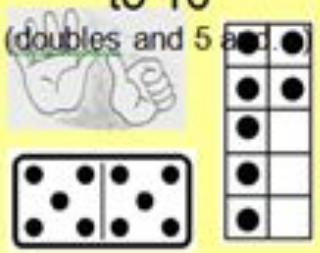
I can say the number after 11, 12, ___

I can solve problems by counting all the objects in my head.

I know groupings within 10

I can read numbers to 20

I know patterns to 10 (doubles and 5 and...)



I can order numbers to 20

I can say the number before ___17, 18, 19

I can count backwards from 20 20, 19, 18, 17, 16...

Stage 4

Addition & Subtraction

I can solve subtraction problems by counting back from the largest number.

32—3 = □
32, 31, 30, 29.

I can solve addition problems by counting on from the largest number.

16 + 5 = □
16, 17, 18, 19, 20, 21

I can solve addition and subtraction problems by counting on or back in ones and tens

35 + 30 = □
35, 45, 55, 65

Stage 5

Addition & Subtraction

I can solve 2 & 3 digit addition and subtraction problems by:

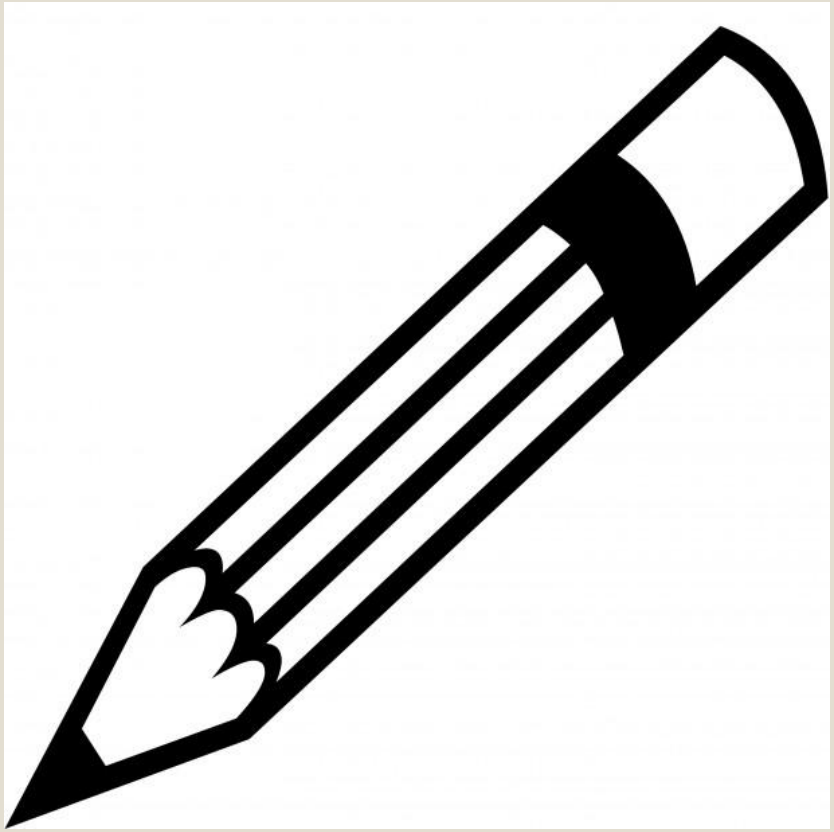
- Tidy Numbers
  29 + 18 as 30 + 17
- Place Value
  33 + 16 as 30 + 10 + 3 + 6

I can solve addition and subtraction problems in my head using basic facts:

- Doubles
  8 + 7 = 8 + 8 - 1
- Fives
  8 + 7 = 5 + 3 + 5 + 2
- Making Tens
  8 + 7 = 8 + 2 + 5

Questions?

Writing

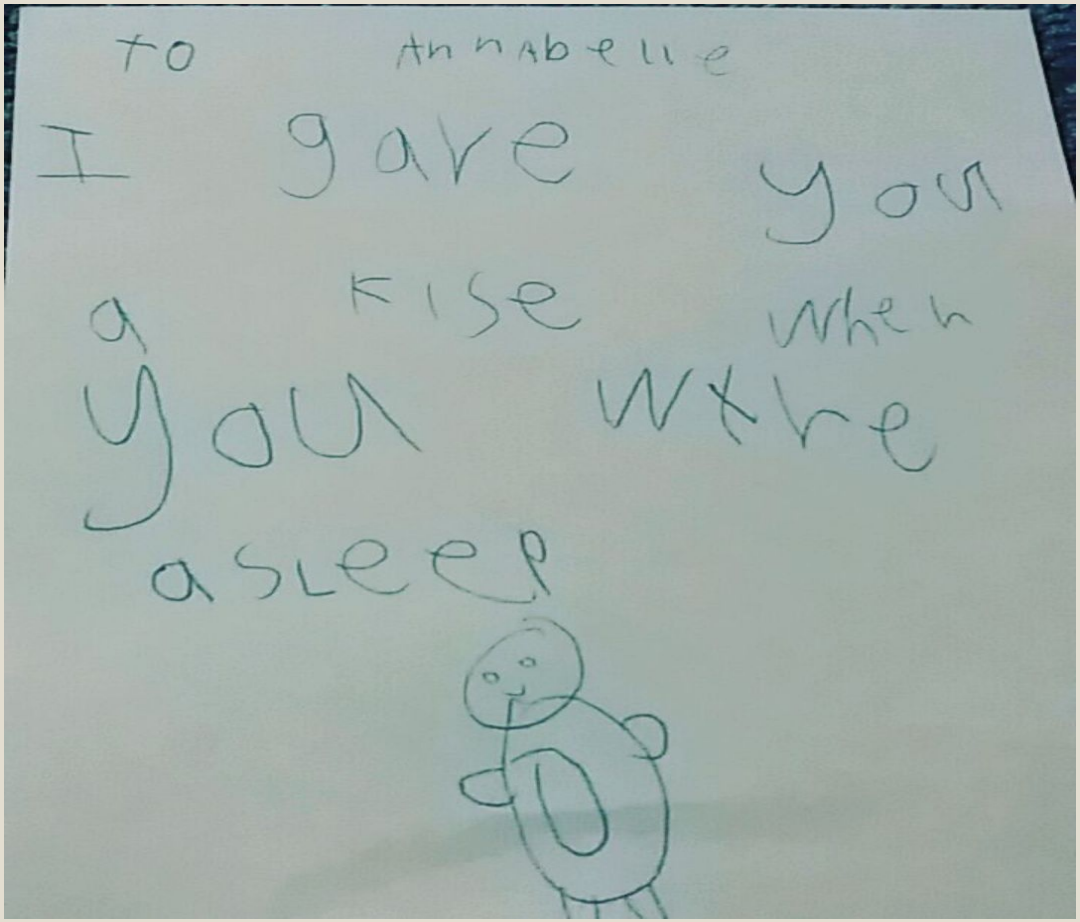


Writing

We try to give the children as many different reasons to write as possible.

- Weekend news
- School trip
- Our family
- Our friends
- Letters
- Lists
- Recipes
- Instructions
- Myths & legends
- Fairy tales

Examples Of Junior Writing



I Was kMMing hoVM from seNtRL PoRk and ItoD Zayde INeded to go to the BathROM.

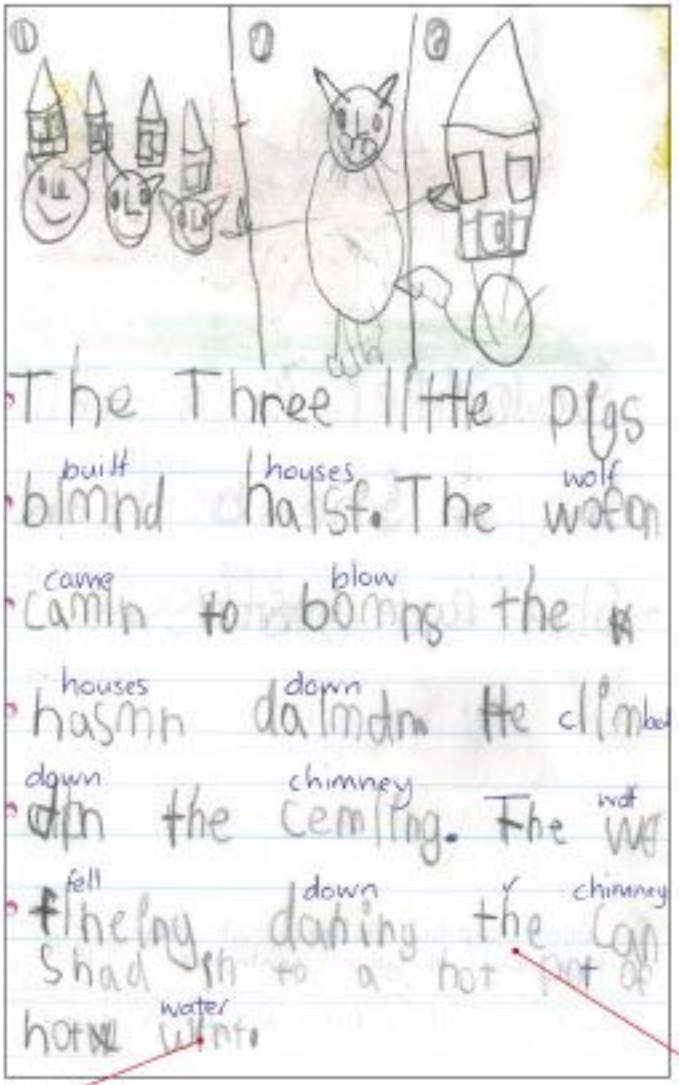
I Was SKREMing BathROM
BathROM BathROM! ther Was
no BathROM on the BAAS.

BUS STASHUN

we got to the BUS STASHUN
and I went to the BATHROM.
I FET BETR.

Year 1 Writer :

- Be showing they can plan what they want to write about through talking, drawing or perhaps in words.
- Writing several sentences.
- Using full stops and capital letters.
- Linking their story to their everyday experiences.
- Using many words they know from their reading



The student draws on her oral language and key personal vocabulary ["shad in to a hot pot of hot wlnt" – i.e., straight into a hot pot of hot water].

The student writes mostly simple sentences. She adds detail by extending the final sentence with an adverbial phrase ["The wfl fIneing daning the can shad in to a hot pot of hot wlnt."].

Year 2 Writer

Write instructions, explanations, simple descriptions and stories

Use full stops, question marks and capital letters most of the time

Spell many words correctly

Try writing new words using what they know about similar words

Write longer sentences using simple connecting words ("like", "and") to join sentences

Maps

People can find important places to go to and find there and So we do not get lost. It could lead you to something that bebngs in the Waikato river. It might be a taniwha.

Photos

photos tall you about the olden days of the Waikato river so we can see the changes of the river and the places a long the river.

Year 3 writer will:

Think about record, and communicate experiences, ideas and information

Organise their writing using a basic structure, e.g beginning , middle and end

Write for a purpose e.g. a report for social sciences

Write simple and complex sentences that have different beginnings and lengths

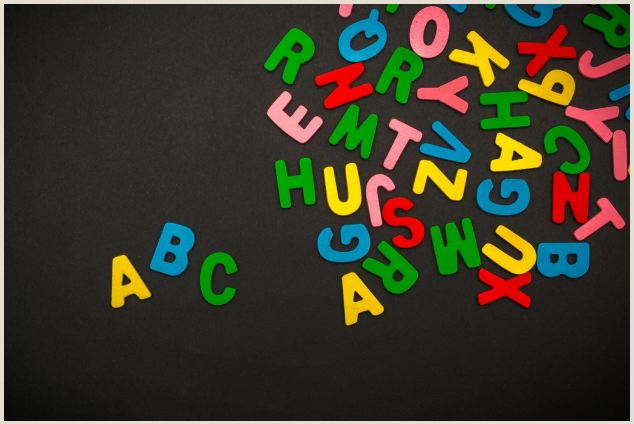
Use words specifically about the topic and chosen for the audience

Correctly spell many words and use what they know about sounds to try and spell unknown words

Use more punctuation like question and exclamation marks often

Spelling/ Phonics

- Two pronged approach-Learning essential word lists which make a big percentage of all text
- Use Joy Allcock's Switch on to spelling-sounds based

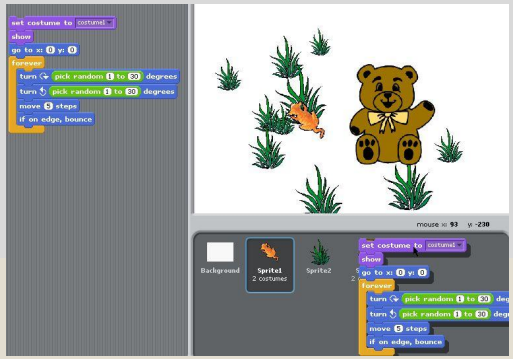


New Digital Technology Curriculum 2020

Two new Digital Technologies areas of the curriculum

. **Computational Thinking for Digital Technologies**

Designing and Developing Digital Outcomes.



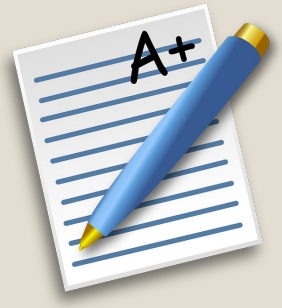
Digital Technologies Curriculum

Computational Thinking

Progress Outcome	Progress Outcome	Kids Speak
1	In authentic contexts and taking account of end-users, students use their decomposition skills to break down simple non-computerised tasks into precise, unambiguous, step-by-step instructions (algorithmic thinking). They give these instructions, identify any errors in them as they are followed, and correct them (simple debugging)	• I look at a task and can tell others the order of steps they need to follow (create instructions). • I can give the instructions to others. • I can see the mistakes in my instructions when others follow them and I can fix them.

Designing and developing digital outcomes

Progress Outcome	Progress Outcome	Kids Speak
1	In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later.	• With the help of my teacher, I can create, edit, save and open *digital content* to solve a problem. • I can name some types of digital devices and what they are used for. I know digital devices are made by people. • I can use some *applications*. • I can name the *inputs* and *outputs* of a digital device. • I know devices save files, and if the files are saved correctly, they can be opened again later.



Reporting

- We are required by the MOE to report to you on how well you child is achieving and progressing twice a year.
- Twice a year
- Goal sheet/Interview-start of year
- Mid Year Report- Will be progress of learning only
- End of Year- Achievement Report

Homework

- Parents surveyed on report form ta number of years ago and majority requested we carry on with this.
- Reading and spelling each night in all classes
- Will be extra individual homework set by the teacher.
- If you are finding it too much, talk with your child's teacher
- If you are finding it not challenging enough, talk with your child's teacher

House Keeping

- Parent Helpers
- Lateness
- Signing Yellow Reading Log
- Swimming Programme-Term 1/ ASB Term 2
- Seesaw is our main communication tool
- Reading Eggs
- Reading Recovery
- https://parents.education.govt.nz/primary-school/learning-and-development-at-home/ideas-to-help-with-reading-writing-and-maths/#Year1