New 3-6 Curriculum

Parent Workshop

Introduction

In today's session we will look at:

- New Curriculum – Context and Structure

- English
  - Syllabus structure
  - Focus Areas
  - Unit structure

- Mathematics
  - Syllabus Structure
  - Working Mathematically
  - Connectionist Approach
  - Unit Structure

Term Updates

RIVERBANK PUBLIC SCHOOL

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Welcome to Year 4 2024

Dear Parents and Carers,
We would like to welcome all of our Year 4 families to Riverbank Public School. We have enjoyed a wonderful and exciting start to 2024.

School Times from 8:45 to 2:45pm
Students are not to be at school before 8:15am. Upon arriving at school, students are to go directly to their classrooms to place their bags outside their rooms, before walking to the playground where supervision will be provided from 8:15am. Being on time each day is important for your child's education. All students are encouraged to be *'In the gate by half-past eight'* and they must arrive at school prior to the 8:45am start time.

School finishes at 2:45pm, where students are asked to vacate the school grounds immediately. If being collected by an adult, we encourage a meeting point to be arranged at a suitable gate or location outside school grounds. Students who have siblings in the high school will be supervised in the area between the two schools until collected by their sibling at 3pm.

Code of Behaviour

Our Hip Keys are:

Our School Values are:
1. We share voice space by listening quietly
2. We follow instructions:
    In the right place
    at the right time
    doing the right thing
3. We use build ups by saying nice things
4. We keep our hands, feet and objects to ourselves
5. We own our behaviour because we choose how we behave

Meet the Teacher Morning
We look forward to welcoming you to our Meet the Teacher morning in your child's classroom to be held on Wednesday 7 February at 8:15am. At this session, you will meet your child's teacher who will share class routines and expectations.

Parent-Student-Teacher Conferences
Year 4 teachers are looking forward to getting to know the students in their class and meeting each child's family. Interviews with the classroom teachers will be held between Monday 19 February – Thursday 22 February to provide an opportunity to discuss individual students and their learning goals.

School Uniform
In Term 1, students are to wear full summer school uniform, including a school hat.
These are available for purchase through the Corwin and Lewis website.

Camp Dates
Year 4 students and teachers are looking forward to their overnight YMCA Yarramundi Camp in Term 3 Week 6. More detailed information regarding, *what to pack etc.* will follow.
Year 4 Camp:
Group 1: Wednesday 28 August – Thursday 29 August
Group 2: Thursday 29 August – Friday 30 August

Curriculum
English
Outcomes and content for Stages 2 and 3 of the new NSW English K–10 syllabus (2022) prioritise essential knowledge, understanding and skills, which build on the foundations developed in K–2. The syllabus provides clear learning expectations in a streamlined structure.

This term, students will explore the concept of narrative and characterisation through a study of the text 'The Thing About Oliver' by Deborah Kelly. Students will develop a deeper understanding of narrative conventions and explore plot, character and setting, then apply this knowledge when creating their own texts.

Students will also gain a deeper understanding of the concept of genre through an analysis of the texts 'Deadly Science – The Solar System: Book 5' by Corey Tutt and 'Meanwhile Back on Earth' by Oliver Jeffers. Through the unit, students will understand genre refers to texts that are grouped according to purpose, subject matter, structure and language choices. Students will plan, create and revise texts considering perspective and context and informative purposes.

Handwriting, grammar, and phonemic awareness are all elements of English that are integrated into teaching and learning programs. Our students will again be participating in the Riverbank Public Speaking Competition where they will continue to develop their speaking and listening skills. Spelling will continue to be supported through the Sound Waves program.

Week	Phonemes/Graphemes	Week	Phonemes/ Graphemes	Week	Phonemes/Graphemes
3	Unit 2 - b bb	6	Unit 5 - e ea	9	Unit 8 - f ff ph
4	Unit 3 - a	7	Unit 6 - d dd	10	Unit 9 - o a
5	Unit 4 - k c q ck x(ks) ch	8	Unit 7 - i		

Mathematics
The new Mathematics K-10 Syllabus (2022) recognises the critical importance of developing an increasingly sophisticated understanding of mathematical concepts, and fluency with mathematical processes, to help students interpret and solve problems. Through the study of mathematics, students develop essential concepts and skills and apply them to deepen their understanding of the world.

Students will engage with a range of mathematical concepts throughout the term. Content will be organised into big ideas that will make connections within and between mathematical concepts, including making connections to real-life experiences. Lessons will highlight and reinforce the role of working mathematically and student reasoning, where students will use mental and written strategies to solve word problems including the problem-solving cross strategy. Students will be exposed to rich mathematical tasks, resources and opportunities for assessment and differentiation. Our mathematics curriculum will focus on:

Weeks	Concepts	Weeks	Concepts
2 & 3	The number system extends infinitely to very large and very small numbers • Representing numbers using place value • Multiplicative relations	8 & 9	Fractions represent multiple ideas and can be represented in different ways • Partitioned fractions • Represents number using place value • Multiplicative relations • Geometric measure
4 & 5	Addition and subtraction problems can be solved using a variety of strategies • Representing numbers using place value • Additive relations	10 & 11	Questions can be asked and answered by collecting and interpreting data • Represents numbers using place value • Data
6 & 7	What needs to be measured determines the unit of measurement • Geometric measure • Two-dimensional spatial structure • Non-spatial measure		

Creative Arts - During Term 1, the CAPA focus will be Music and Visual Arts. Students will explore the musical concepts of: pitch, dynamics, duration, rhythm, tone colour and music notation. They will create musical compositions and perform these using a variety of percussion instruments. Class teachers will engage students in visual arts lessons. Students will study the artists of Wassily Kandinsky and Paul Klee to investigate different artistic techniques to inspire the creation of their own drawings and paintings.

History – In History, students will be participating in a unit of work, 'First Contacts', where they will examine the following key inquiry questions:
• Why did the great journeys of exploration occur?
• What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
• Why did Europeans settle in Australia?
• What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

PDHPE – During personal development and health lessons, students will be reflecting on the school HIP Keys through a series of activities that include role plays, discussions and group work demonstrating the main ideas for each key. In addition students will be participating in a unit around bullying, including what it is, what is an upstander and building strategies for themselves and their peers if they feel there is bullying going on. In physical education lessons, students will participate in a variety of invasion and territory games with an indigenous focus. Students will practice skills and demonstrate understanding of body movement in order to solve challenges. Sport will be held on Friday mornings. **Students will be required to wear sports uniforms on Wednesdays and Fridays.**

Science and Technology – During Term 1, Stage 2 students are studying the unit 'Material World'. They will investigate the key inquiry question 'how do materials change when heated and cooled'. Students will develop their understanding of the three states of matter, solids, liquids and gases, through interactive and hands on experiences. In Digital Technologies, the focus will be on digital systems and how they transmit data. Students explore different types of data, learn how to interpret patterns and develop skills in visual programming. Lessons will provide opportunities to further develop their knowledge and understanding of computational thinking and abstraction.

New Curriculum

2022 ———— from **2024**

New English and Maths syllabuses for Kindergarten to Year 2

More time to teach the essentials

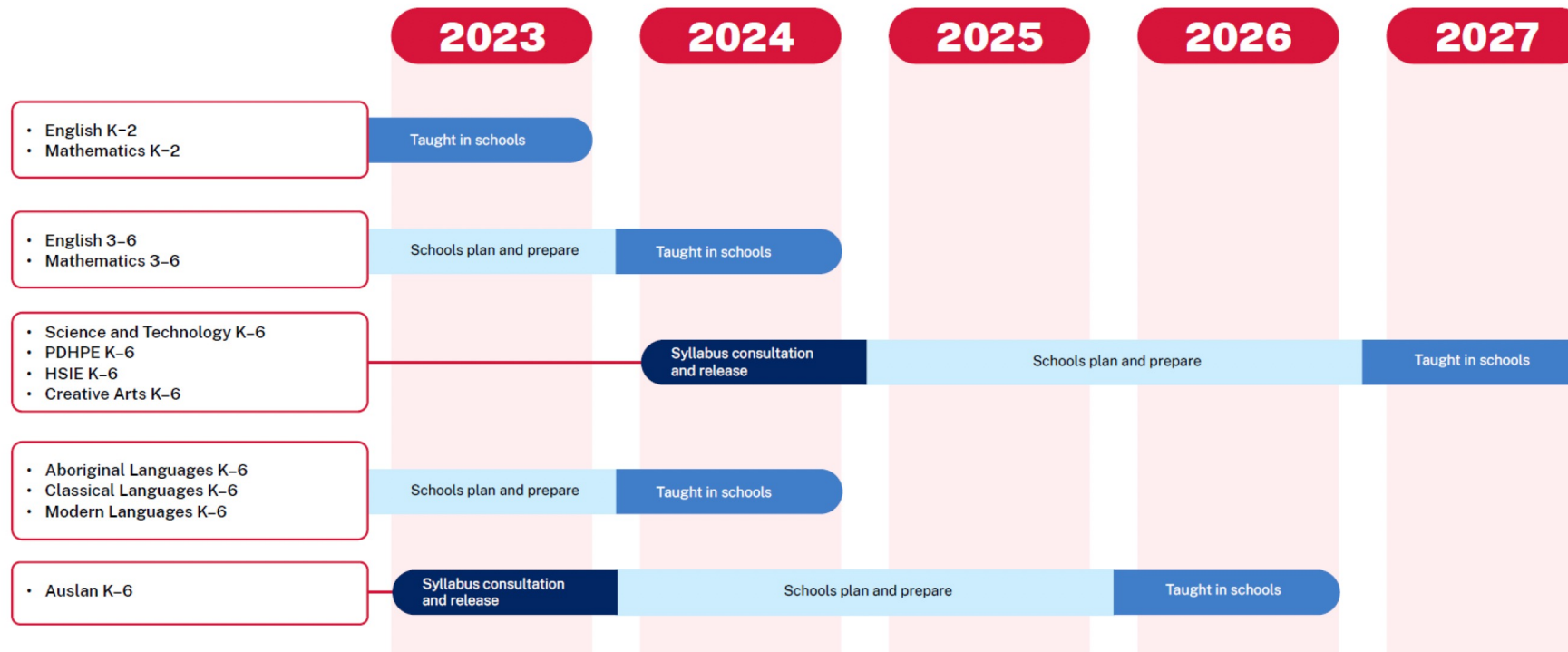New learning areas better linking Year 11 and 12 to future jobs and study

1+2=3
ABCabc

A new K-12 curriculum focused on what is essential to know and do

NESA Syllabus Timeline

Syllabus release and implementation timeline K-6

English K-2

English K-2
Outcomes and content overview

Understanding texts   **Creating texts**

- Oral language and communication
- Vocabulary
- Phonological awareness (ES1)
- Print conventions (ES1)
- Phonic knowledge

- Reading fluency
- Reading comprehension
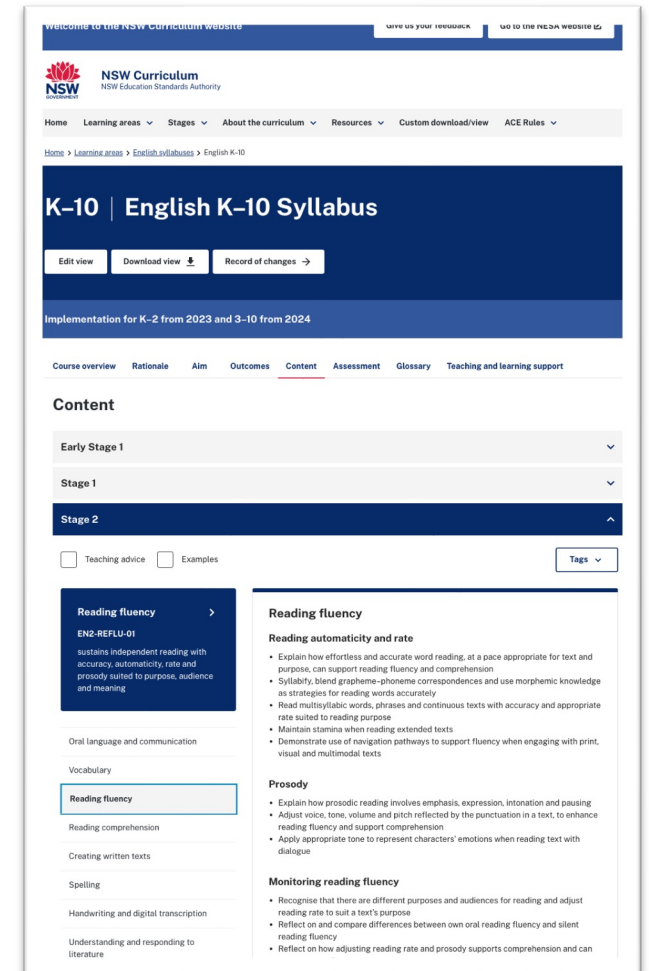
- Creating written texts
- Spelling
- Handwriting

- Understanding and responding to literature

English 3 - 6

Oral Language and Communication

- Classroom discussions

- Circle time

- Public speaking

- Collaborative tasks

Oral language and communication

Vocabulary

Reading fluency

Reading comprehension

Creating written texts

Spelling

Handwriting and digital transcription
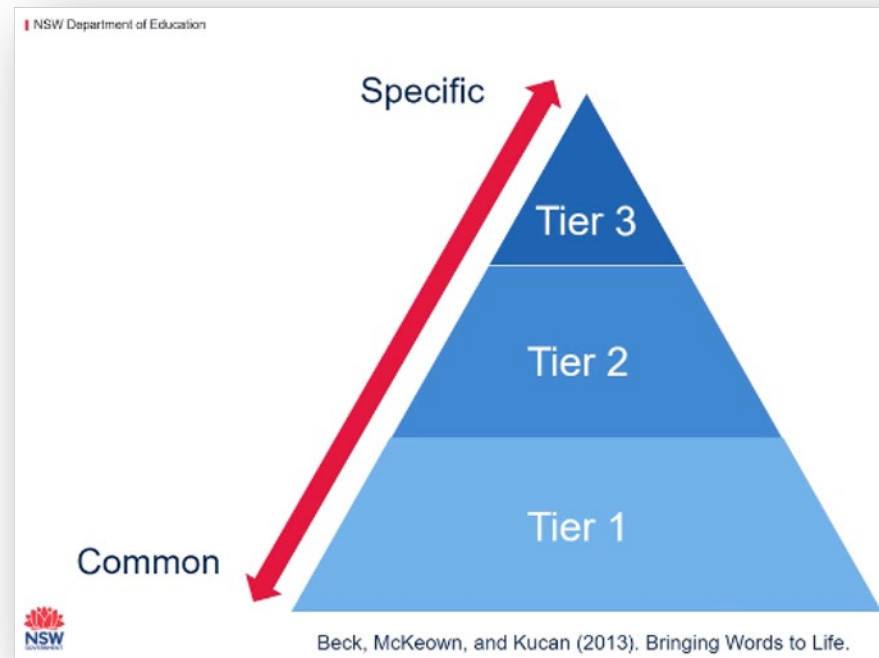
Understanding and responding to literature

Oral Language and Communication

5 Key Questions to ask your child:

1. What did you learn today?

2. How did you go?

3. What did you do if you didn't understand?

4. How can you improve on your learning?

5. What are you most proud of?

© Sharratt 2019

Oral language and communication

Vocabulary

Reading fluency

Reading comprehension

Creating written texts

Spelling

Handwriting and digital transcription

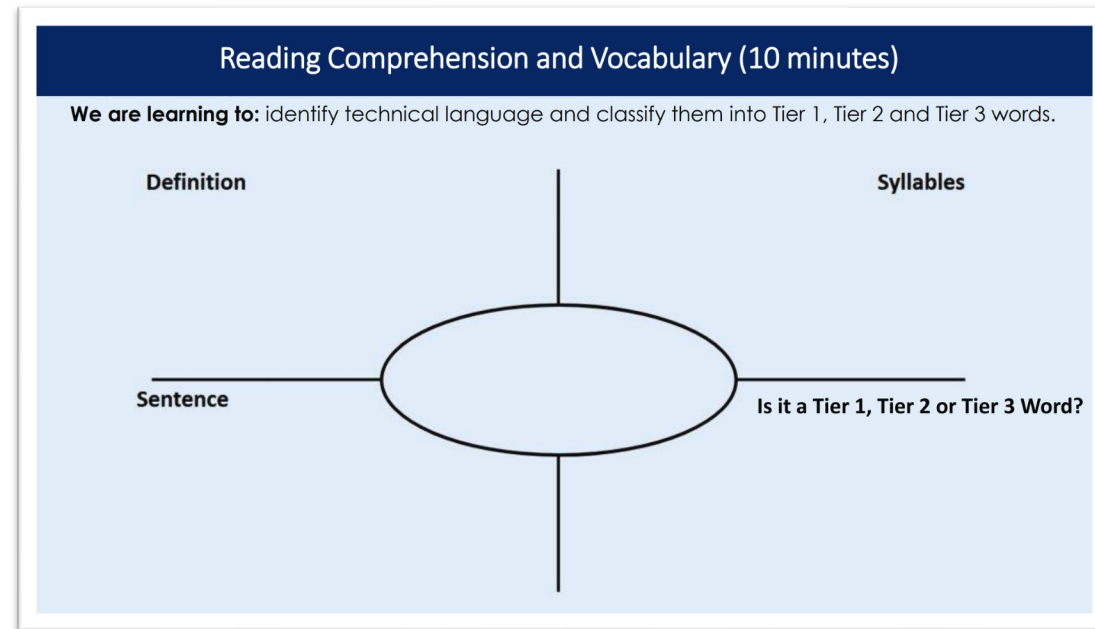Understanding and responding to literature

Vocabulary

Three tiers of vocabulary knowledge

The Tiers of vocabulary provide a framework to understand the types of words that require instructional attention (Beck et al. 2013).

Tier 1 words typically appear in oral conversations and so children are exposed to them at high frequency from a very early age. With this exposure, children become readily familiar with these words. Tier 1 includes basic-level, everyday words, eg dog, baby, happy, pretty, was, come, said. While we need to teach students how to read and write these words, they rarely require instruction at school in terms of meaning and use.

Tier 2 words are general academic words that can be used across a variety of domains. They are of high utility for mature language users and are commonly used in written language, eg contradict, precede, stale, awful, snuggle. Tier 2 words add power and precision to written and spoken language, but many Tier 2 words are most commonly found in written language and explicit teaching of these words is recommended.

Tier 3 words are technical words that are used in specific situations, eg decibel, cataclysm, atom, quaver. These are best learnt in a content area, domain or discipline.

NSW Department of Education

Specific

Tier 3

Tier 2

Tier 1

Common

Beck, McKeown, and Kucan (2013). Bringing Words to Life.

Oral language and communication

Vocabulary

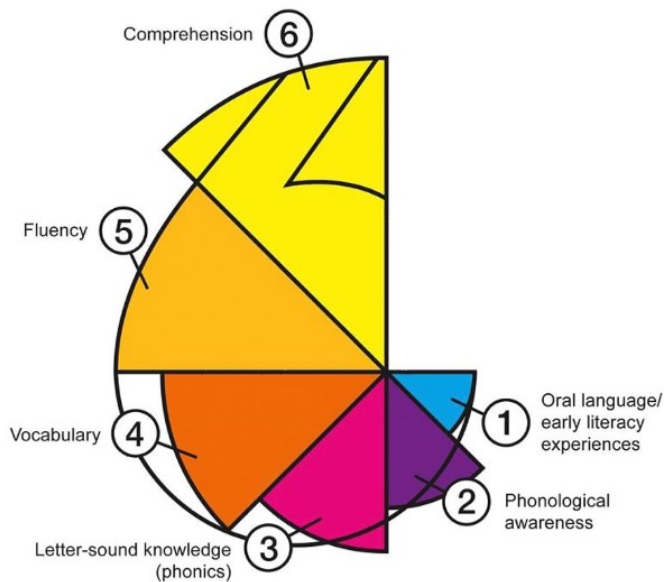Reading fluency

Reading comprehension

Creating written texts

Spelling

Handwriting and digital transcription

Understanding and responding to literature

Vocabulary

Outcomes:

Stage 2 - builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

Stage 3 - extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

Reading Comprehension and Vocabulary (10 minutes)

We are learning to: identify technical language and classify them into Tier 1, Tier 2 and Tier 3 words.

Definition | Syllables

Sentence | Is it a Tier 1, Tier 2 or Tier 3 Word?

Oral language and communication

Vocabulary

Reading fluency

Reading comprehension

Creating written texts

Spelling

Handwriting and digital transcription
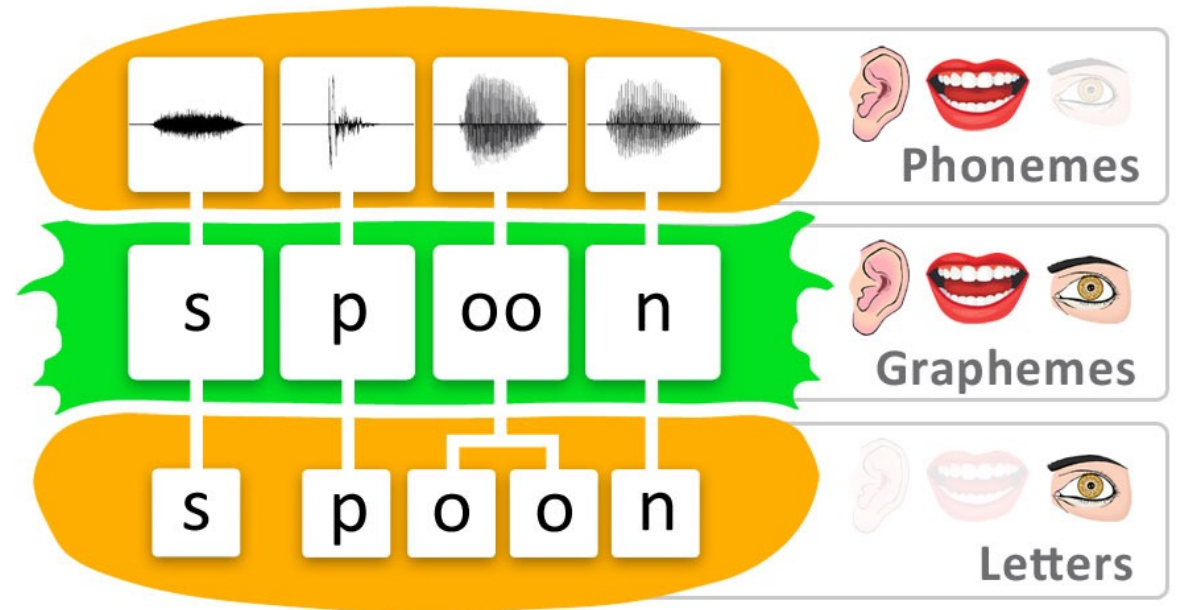
Understanding and responding to literature

The Science of Reading

What is Phonics?

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters that represent them in written language).

The ability to use phonetic skills is an essential component of reading and writing.

Decoding

decoding

"the process of **efficient word recognition** in which readers **use knowledge** of the **relationship between letters and sounds** to work out **how to say** and **read written words.**"

66 **Decoding is...**
the ability to take letter-sound knowledge and be able to blend those sounds together to make words. 99

This process is also known as "sounding out" written words and relies heavily on the rule of phonics.

Read·a·bil·i·ty

Decodable Texts

- Controlled texts
- Develop in difficulty (more complex sounds) while having an explicit focus
- They are explicit, systematic and synthetic
- Allow students to practice targeted letter sounds that they are familiar with

Sounds of Reading

©2021 Decodable Readers Australia

Fluency

Fluency - The reader's ability to read texts accurately, at an appropriate pace and with appropriate expression.

Reading fluency can be considered using three dimensions:

1. Accuracy in word decoding: the ability of the reader to read words with minimal errors.

2. Automaticity: this requires readers to expend as little mental effort as possible in the decoding aspect of reading so they can instead focus on making meaning.

3. Prosody: the way in which readers use appropriate expression, emphasis and pause while reading.

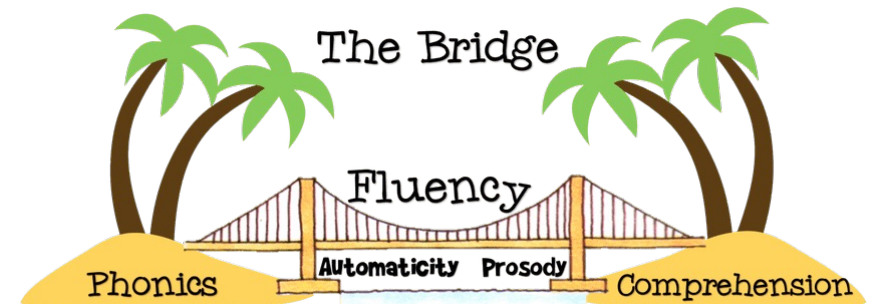Oral language and communication

Vocabulary

Reading fluency

Reading comprehension

Creating written texts
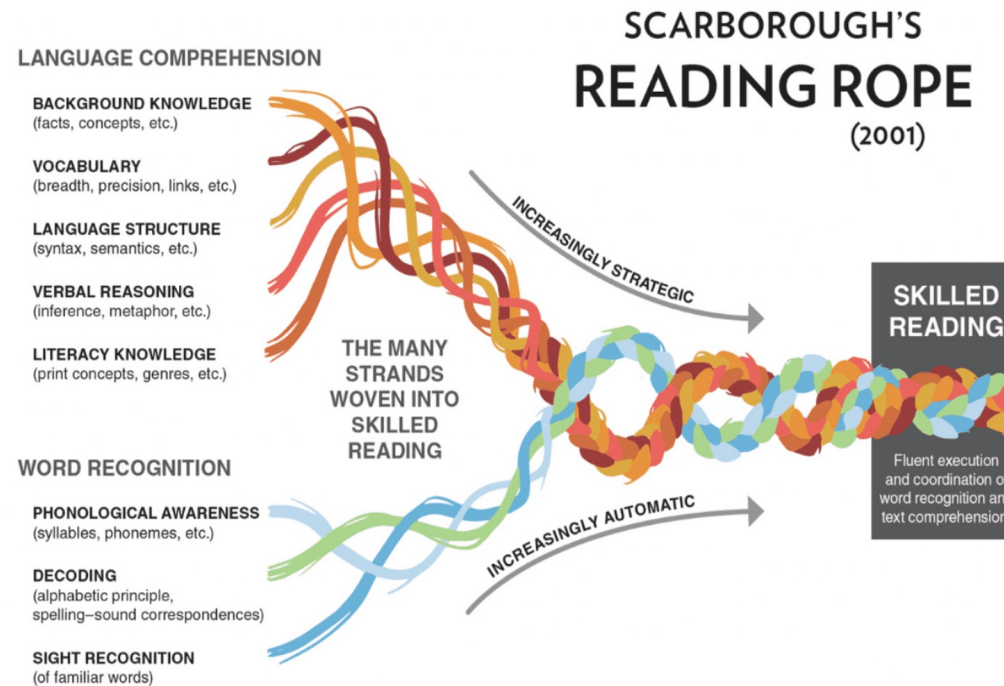
Spelling

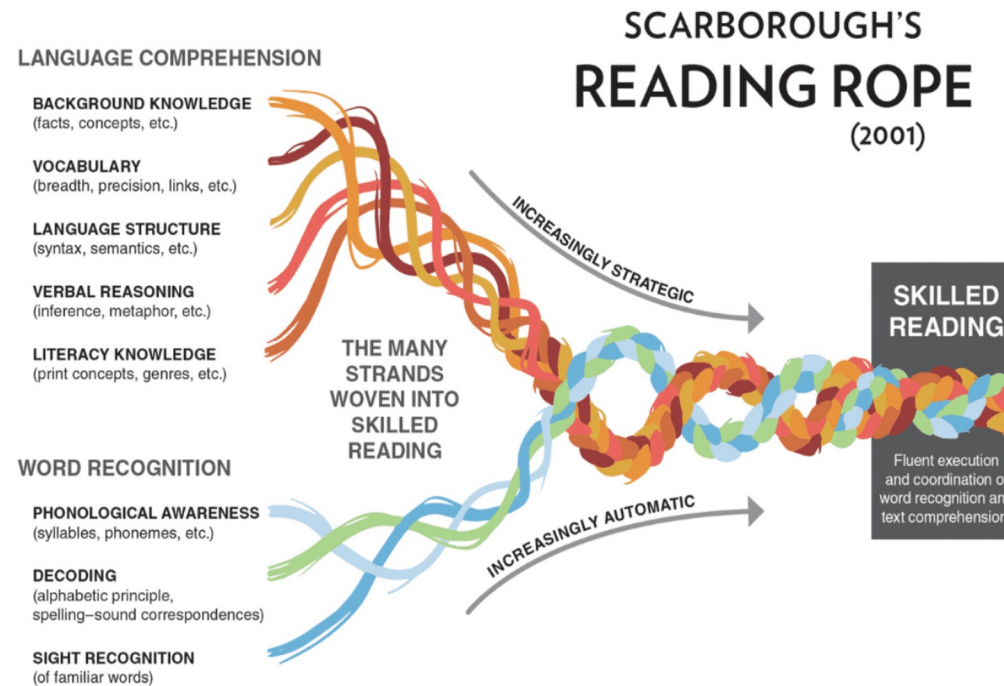Handwriting and digital transcription

Understanding and responding to literature

Fluency

To assist with the development of fluency and expression at home:

- read often, widely and deeply (ie: narratives, non-fiction texts, poems, plays and speeches)
- repeatedly reread familiar texts to improve rhythm and phrasing
- model what a fluent reader sounds like by reading a page and then asking your child to reread the same page
- ask your child to record their reading and to listen back. How could they improve?

Fluency (10 minutes)

We are learning to: identify sections of a text where emphasis can be used to enhance prosody.

Feedback — bananas give feedback to apples

	First reading	Second reading	Third Reading
Accuracy	○ skipped words ○ read every word ○ self-corrected	○ skipped words ○ read every word ○ self-corrected	○ skipped words ○ read every word ○ self-corrected
Expression	○ attended to end punctuation ○ paused at commas (phrasing) ○ used expression	○ attended to end punctuation ○ paused at commas (phrasing) ○ used expression	○ attended to end punctuation ○ paused at commas (phrasing) ○ used expression
Rate	○ read too fast ○ read at a rate which allowed accuracy	○ read too fast ○ read at a rate which allowed accuracy	○ read too fast ○ read at a rate which allowed accuracy

30 sec

The Bridge — Fluency

Phonics — Automaticity — Prosody — Comprehension

Comprehension

To support the development of comprehension:

- ask your child to predict the storyline or discuss what they already know about a topic before reading.
- investigate any unknown words and discuss their meaning.
- ask your child questions throughout the text focusing on information that is stated directly in the text or that requires them to read between the lines.
- ask your child to summarise the main points from the page or paragraph.
- ask students to make connections between books or to events in their lives.

SCARBOROUGH'S **READING ROPE** (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)

VOCABULARY (breadth, precision, links, etc.)

LANGUAGE STRUCTURE (syntax, semantics, etc.)

VERBAL REASONING (inference, metaphor, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling–sound correspondences)

SIGHT RECOGNITION (of familiar words)

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

Oral language and communication

Vocabulary

Reading fluency

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Understanding and responding to literature

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Oral language and communication

Vocabulary

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Understanding and responding to literature

Creating Written Texts

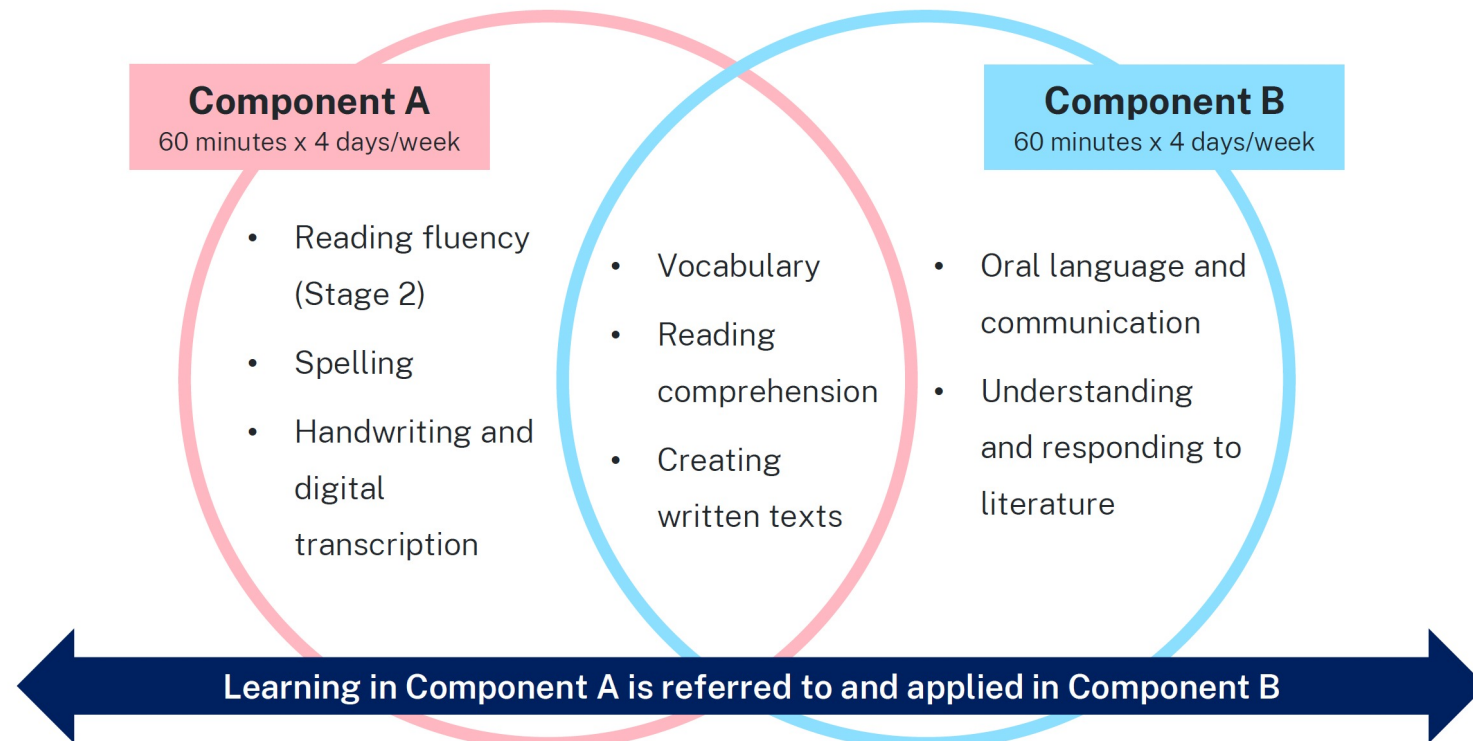Writing is a complex task that involves coordination of many elements and processes (Graham et al. 2019). The outcomes in Stage 2 Creating Written Texts ensure students have the opportunity to practise and consolidate each purpose for writing. This forms foundations for Stage 3 students writing more complex texts that may involve multiple purposes for a wider audience.

- Imaginative purposes
- Informative purposes
- Persuasive purposes
- Text features for multiple purposes
- Sentence-level grammar
- Punctuation
- Word-level language
- Planning, monitoring and revising.

Stage 2

- plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience
- plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience
- plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

Stage 3

- plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

Creating Written Texts

- Exemplars of the tasks at different levels of achievement
- Co-constructed success criteria
- Students can use them as a tool and reflect
- Used by teacher and student to identify learning goals
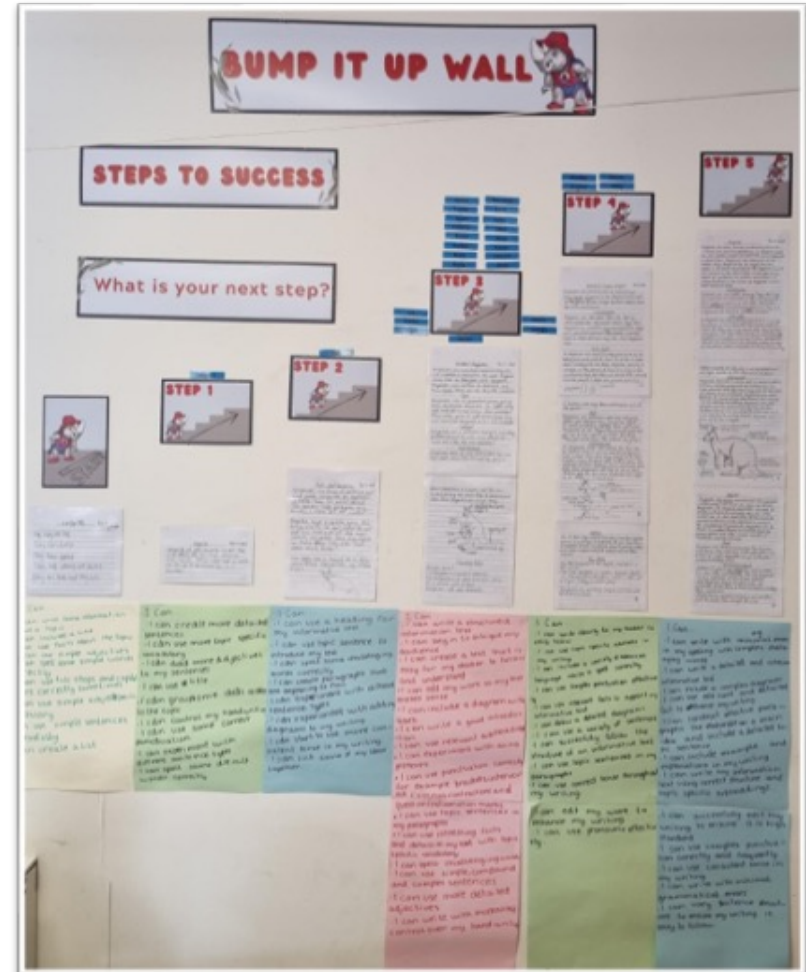
Spelling

To be efficient spellers, students need to combine knowledge of:
- **Phonology** – the units of speech sounds in words (syllables and individual phonemes)
- **Orthographics** – common letter patterns and rules
- **Morphology** – the meaningful word parts and how they can connect

- Students are explicitly taught phonemes (letter sounds) through our Sound Waves program

- We teach students strategies for selecting the most appropriate grapheme (letter combinations) for spelling new words
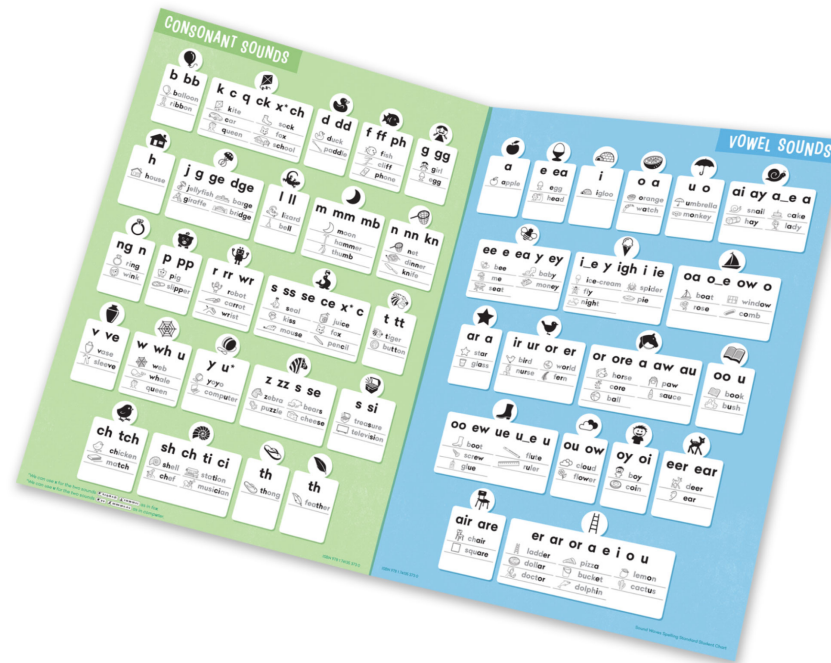
Oral language and communication

Vocabulary

Reading fluency

Reading comprehension

Creating written texts

Spelling

Handwriting and digital transcription

Understanding and responding to literature

Handwriting and Digital Transcription

Handwriting fluency

Handwriting fluency includes being able to efficiently write legible letters from memory using adequate hand and eye–hand skills, such as fine motor abilities.

NSW Foundation Style cursive font is recommended for Stage 2 students to support their developing handwriting fluency.

In Stage 3 it is recognised that students will be beginning to develop a personalised handwriting style.

The quick brown fox jumps over the lazy dog.

NSW Foundation cursive

Digital transcription tools

Using digital transcription tools for creating written texts includes being able to locate and use software functionalities and efficiently navigate the keyboard to type words with ease.

This knowledge is important when students present their written texts digitally.

Comparison of stages

Note the progression of learning in the outcomes.

Stage 2

A student:

- forms legible joined letters to develop handwriting fluency
- uses digital technologies to create texts

Stage 3

A student:

- sustains a legible, fluent and automatic handwriting style
- selects digital technologies to suit audience and purpose to create texts

Understanding and Responding to Literature

Mentor and supporting texts

Term 1 sample units
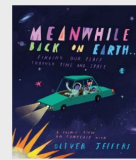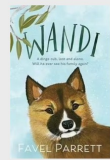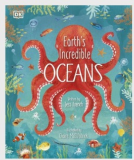
Stage 2

Stage 3
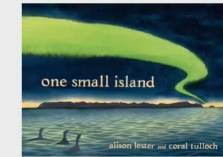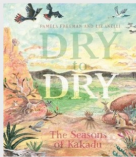
Content Groups:
- Narrative
- Characterisation
- Imagery, symbol and connotation
- Genre
- Theme
- Context and perspective
- Argument and authority

English

Unit structure

Component A
60 minutes x 4 days/week

- Reading fluency (Stage 2)
- Spelling
- Handwriting and digital transcription

- Vocabulary
- Reading comprehension
- Creating written texts

Component B
60 minutes x 4 days/week

- Oral language and communication
- Understanding and responding to literature

Learning in Component A is referred to and applied in Component B

English

Component A structure

Component A addresses content from the focus areas:

- Reading fluency
- Reading comprehension
- Vocabulary
- Spelling
- Creating written texts
- Handwriting and digital transcription.

Foundational skills and knowledge

Regular, systematic and repeated practice

4 x 60-minute sessions per week (or equivalent)

Structured, explicit teaching and learning activities

Mathematics

Working Mathematically

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- Communicating
- Understanding and fluency
- Reasoning
- Problem solving

Communicating

Students **communicate** mathematically:

- by describing, representing, explaining and reasoning about mathematical situations, concepts, methods and solutions

- through a variety of representations such as written, oral, graphical or symbolic form, actions, gestures and signing.

- by reflecting on and discussing the strategies they used,

Understanding and Fluency

Students demonstrate **conceptual understanding** when they:
- connect related ideas
- represent concepts in different ways
- identify commonalities and differences between aspects of content
- describe their thinking mathematically
- use concepts to solve new and unfamiliar problems.

Mathematical **fluency** is developed when students:
- choose and use appropriate strategies
- carry out procedures flexibly, accurately and efficiently
- recall factual knowledge and concepts to solve problems
- use known facts, and reason about relationships to find solutions.

Reasoning

Mathematics is a **reasoning** and creative activity. As mathematical reasoning develops, students appreciate that mathematics **makes sense** and can be understood.

Reasoning can be developed by:

- Evaluating the effectiveness of strategies
- Monitoring and analysing answers
- Justifying and proving the solutions to problems
- Making generalisations
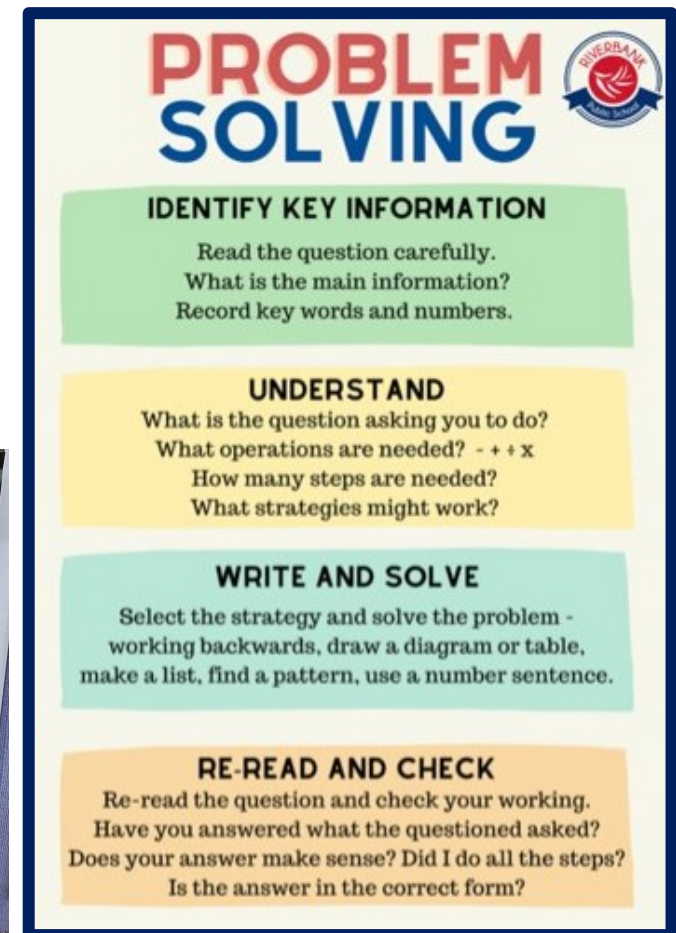
Problem Solving

In becoming proficient **mathematics problem-solvers**, students:

- learn how to form mental representations of problems
- apply mathematical relationships
- devise new methods for solving problems when needed.

At Riverbank, we use the **Problem Solving Cross** to develop problem solving strategies from K-6
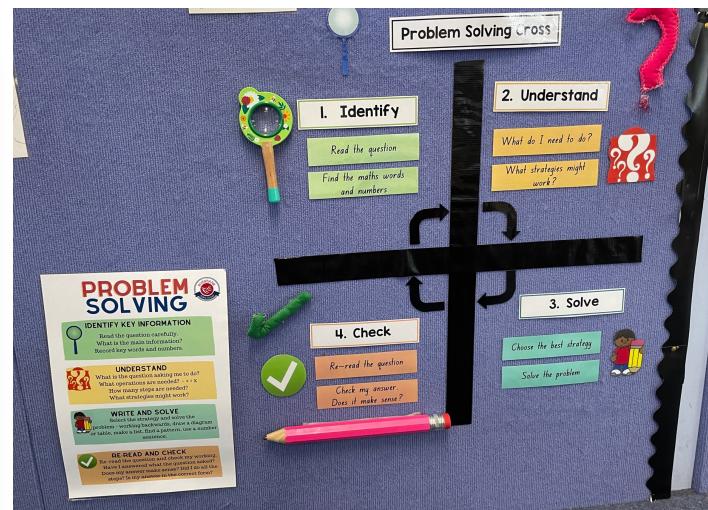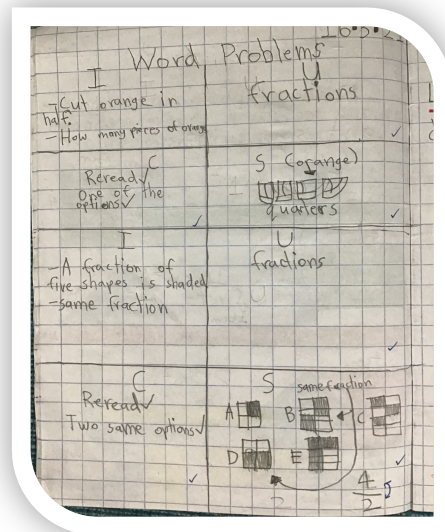
PROBLEM SOLVING

IDENTIFY KEY INFORMATION
Read the question carefully.
What is the main information?
Record key words and numbers.
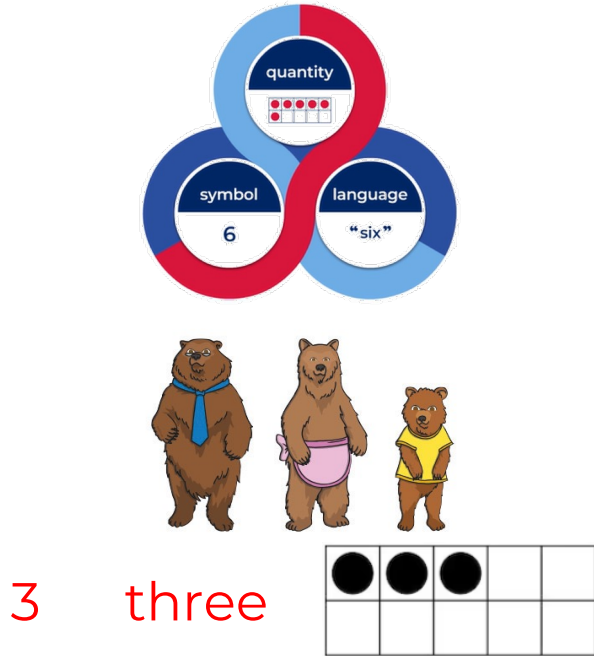
UNDERSTAND
What is the question asking you to do?
What operations are needed? - + ÷ x
How many steps are needed?
What strategies might work?

WRITE AND SOLVE
Select the strategy and solve the problem -
working backwards, draw a diagram or table,
make a list, find a pattern, use a number sentence.

RE-READ AND CHECK
Re-read the question and check your working.
Have you answered what the questioned asked?
Does your answer make sense? Did I do all the steps?
Is the answer in the correct form?

Connectionist Approach
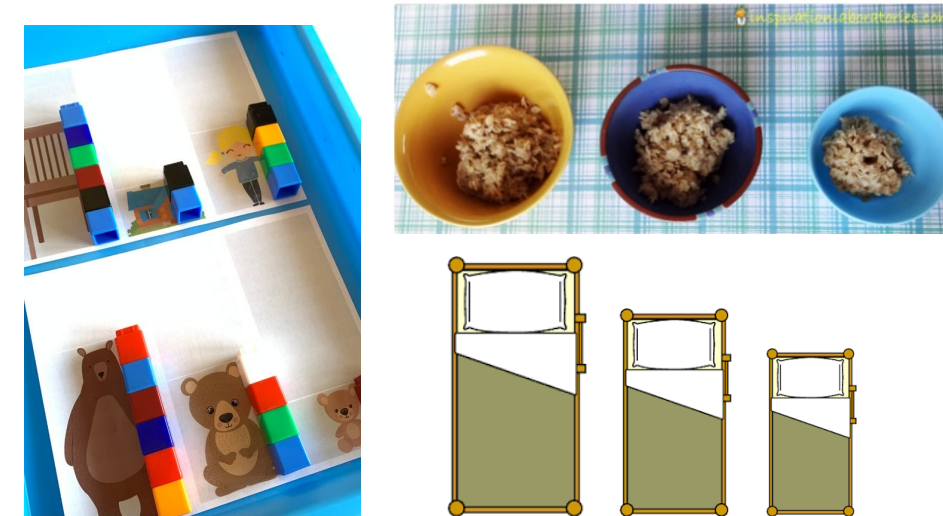
Goldilocks and the Three Bears

3   three
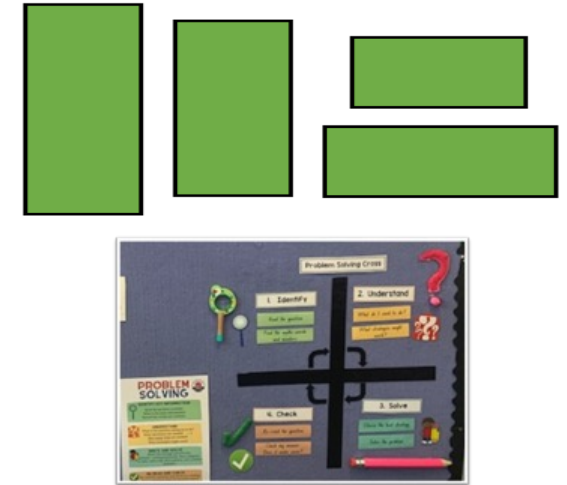
Number and Algebra
- Counting quantities
- Different ways to represent the same number- quantity, symbol, language

Measurement and Space
- Length- tallest to shortest
- Mass- heaviest to lightest
- Volume and capacity- holds the most/ least
- Area- comparing and ordering areas
- 2D spatial structure- properties of rectangles

Problem Solving and Reasoning
- Which blanket belonged to Father Bear?
- How do you know?
- What strategy did you use?
- How can you check?

Lesson Structure

Daily Maths Routine

- Every lesson has a **Learning Intention** and **Success Criteria** that is discussed at the beginning and end of every lesson

- Problem solving strategies
- Students participate in daily number sense warm up activities, eg fast multiplication, facts recall, place value, number of the day etc.

- Whole group teaching of the day's concept
- Individual work

- Teacher led small group instruction
- Revising the learning at the end of session

Mathematics - Tips for Home
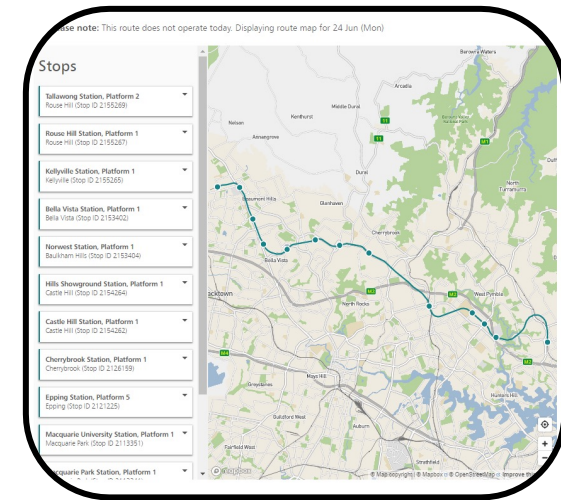
New 3-6 Curriculum

Thank you for attending this
information session