



Curriculum Report February 2023

Prep



RRRR & Resilience Project

- Prep students are beginning the term learning about emotional literacy. They will discuss, draw, and act out the way different emotions look, feel and sound. This will be supported with lessons from The Resilience Project about identifying and expressing feelings. Students will then move on to understanding and demonstrating ways to express gratitude, and identifying people, places and things they are grateful for.
- We are also learning about 'filling' and 'dipping from' people's buckets

Maths

- Students will use a range of materials and games to develop confidence and accuracy in connecting number names and quantities. They will learn to correctly form numerals with developing pencil control.
- In Measurement, students will use comparisons to decide which is longer, heavier or holds more, and explain their reasoning in everyday language. They will identify days of the week using a daily calendar and link events at school (such as specialist subjects) to specific days of the week. Student will learn to use yes/no questions to collect information and represent data in simple models.

Literacy

- Students are learning to distinguish between sounds, letters and words. We are working on correctly pronouncing words when speaking and having students speak in full sentences when sharing news or asking questions.
- Students are learning new sounds and associated letter names each week and are encouraged to record letters to represent initial sounds to label their drawings.

Inquiry

- In Cooperative Play Preps are learning to share, take turns and be creative with their play.

Grade 1/2

RRRR	Grade One and Two students are beginning the term discussing emotional literacy. They will discuss, draw, and act out the way different emotions look, feel and sound.
Maths	During this semester the children will develop their understanding of Number Patterns, Place Value and our 'base ten' number system; orally, with concrete materials, and in written form.
Reading	During Term 1, children will be focussing on retelling fictional texts they have read. A story retell includes an orientation (who, what, where, and when), explaining events in order including a problem and solution in the story. Our focus will include orally retelling a story and learning about drawn and written retells.
Writing	Children will be studying the structure of recounts this semester. This includes the orientation (who, what, where and when), recording events in the order they occurred, then finishing with a personal reflection or thoughts on the event.
Inquiry	The children have been learning about being a learner in our new classroom and working collaboratively with a new peer group. Later in Term 1, the children will learn about keeping their body and mind, happy and healthy.

Toora Swimming Sports



Grade 3/4

RRRR & Resilience Project	This term students are exploring 'Emotional Literacy' and 'Personal Strengths' in the Respectful Relationships Curriculum. Students are learning about GEM (Gratitude, Empathy and Mindfulness) through the Resilience Project resources.
Maths	This term students are focussing on Place Value. Students are also practising and developing fluency, reasoning and problem-solving skills.
Reading	This term we are exploring the tools that a good reader needs to use to comprehend a text. Working towards students participating in Reciprocal Reading in Term 2.
Writing	This term we are developing students persuasive writing skills, working towards writing a persuasive text that uses correct structure and persuasive devices. Students will be producing their own narrative texts in the second half of the term.
Inquiry	We have started the term by setting up expectations and routines within our 'Ready, Set, Achieve' unit. Next, we will explore 'How does a community meet the needs of its members?'

Grade 5/6

RRRR & The Resilience Project Maths

Reading

Writing

Inquiry

Students have been engaging with Resilience, Rights & Respectful Relationships lessons this term with a focus on emotional literacy. Emotional literacy is the skill that enables a person to identify, label, understand and act upon the feelings of oneself and others in a healthy manner.

A good understanding of place value is vital in all areas of Mathematics. Throughout this unit of work the students will complete a range of activities based on real life situations using a variety of methods including; hands on activities, games, individual and partner learning, using a number line and partitioning numbers.

Students will have opportunities to investigate everyday situations that use decimals, including representing these numbers on number lines.

Students will be taught the main elements required to create an effective summary, such as finding a big idea of the text, the main characters and setting, and the problem and solution. They will also be learning about the language features of narrative texts, and how the author develops the characters, setting, storyline, as well as vocabulary choices that authors make.

Students begin planning and writing Narrative Texts in Grade Prep and then build upon that knowledge each year. Students are taught that a strong narrative text has an orientation that describes the character and setting, a complication, resolution, then finishes with an appropriate story ending.

When writing a Narrative Text, students are taught the importance of planning their writing to ensure they have included a sequence of events, the need to include descriptive language through their text, and the need to act on feedback during editing to ensure their writing is completed to the best of their ability.

Ready Set Achieve

Multi Lotto game board

11

24	12			
15	14			
		16		
				40

* = call Do
* = impossible

Felipe, Joe and Susan made the following game boards

12	5	29	35
28	45	57	50
81	54	14	8
83	10	7	35

FELIPE

1	2	3	4
20	44	35	79
18	25	9	10
37	38	35	34

JOE

18	9	18	24
5	21	0	30
14	48	72	45
12	33	17	20

SUSAN

1. Explain what you think each student's chances of winning might be and why.
2. Design a board you think would have a good chance of winning and give your reason

Multi Lotto game board

my name is Joe

12	5	29	35
28	45	57	50
81	54	14	8
83	10	7	35

FELIPE = 28 ways
6 x 4 wins

1	2	3	4
20	44	35	79
18	25	9	10
37	38	35	34

JOE = 26 ways
8 x 4 wins

18	9	18	24
5	21	0	30
14	48	72	45
12	33	17	20

SUSAN = 33 ways
9 x 4 wins

1. Explain what you think each student's chances of winning might be and why.
2. Design a board you think would have a good chance of winning and give your reason

Felipe

12	5	29	35
28	45	57	50
81	54	14	8
83	10	7	35

Joe

1	2	3	4
20	44	35	79
18	25	9	10
37	38	35	34

Susan

18	9	18	24
5	21	0	30
14	48	72	45
12	33	17	20

1n Total = 54.57 32.1 40.74

28 ways of getting called out 26 ways of getting called out 33 ways of getting called out

6 available wins 8 available wins 9 available wins

* = not possible

* = 2 possible chances of getting called out

Learning Specialist Report

To begin the year I have been supporting classroom teachers set up their expectations during Ready Set Achieve lessons, as well as beginning to focus on some core elements of maths lessons. This has included observing student focus, and analysing the Learning Intentions and Success Criteria that teachers are using for maths lessons. This includes observing teachers, teachers observing me, and releasing teachers to observe others.

Learning Intention and Success Criteria are important for providing students with context and clear understanding of what, how, and why they are learning particular elements of maths. The observations have ranged from examining how Learning Intentions are explained to Grade $\frac{1}{2}$ students, to modelling how to co-construct Success Criteria with Grade $\frac{5}{6}$ students.

Following the observations, discussions are had around celebrating areas that worked and analysing areas to adjust next time. After that a clear focus for the following week is set to continue teacher development.

PLC is another important part of our collective efficacy at MPS, and we have started the year off by creating a Place Value Common Assessment Task that has been completed by students, and critiqued by teachers collectively to determine the next step teaching focuses for all students.