

Welcome to our Curriculum Information Session



Albany Primary School

Our Vision

Where Learning Makes a Difference

- **Feel** the energy
- **Hear** the excitement of discovery
- **See** the learning that is filled with curiosity, creativity and success

Our Values

- 🔊 Respect - **Whakaute**
- 🔊 Excellence - **Kairangi**
- 🔊 Aroha and Caring - **Aroha**
- 🔊 Collaboration - **Mahi Tahī**
- 🔊 Honesty and Integrity - **Ngākaupono**



Albany - Karakia



E te whānau,

Whāia te mātauranga me te mārāma

Whāia te whakaute me te kairangi

Aroha atu aroha mai

Whakamahi te mahitahi me ngākaupono

Tau mai te mauri

Haumi e, hui e, tāiki e!

To our family

Seek knowledge for understanding

Seek respect and excellence

Love for others and yourself

Use collaboration and honesty

Come great energy

Join together it is done!

Waiata - Tihei Mauri Ora



Tihei mauri ora
Tihei mauri ora
Ngā iwi o te motu e
Tū ake, karangatia
Tū ake, manaakitia
Ngā iwi, kia ora rā

Ngā iwi, kia ora rā

*Let there be life!
Let there be life!
To all the tribes of the land
Stand forth and be welcomed
Stand forth and be hosted
To all the tribes, greetings to you*

To all the tribes, greetings to you



Welcome to our Whānau - Curriculum Information Session

Albany Primary School

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Partnership

Child well-being at the heart

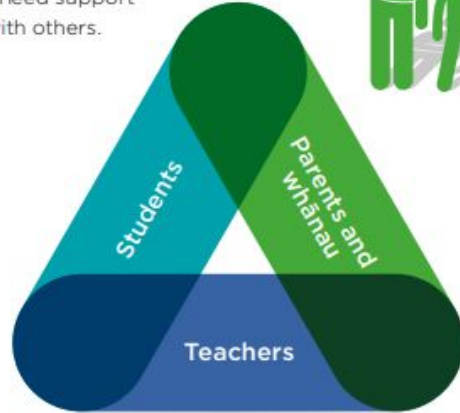
Information sharing and building partnerships is about developing three-way genuine relationships that focus on learning and progress. They're the kinds of relationships where you know you are working together on something that is really important – a child's learning and well-being.

Why are three-way partnerships important?

Students want to learn and progress – to do so, they need support to take risks, make changes, and share their thinking with others.

I love being in control of what I am doing. It means I get to do what I love and makes me feel more capable, strong, and trusted. Being told what to do is not learning, it's just being told what to do.

11-YEAR-OLD GIRL IN YEAR 7



Parents and whānau know their child best.

You know your child better than anyone, including their strengths and weaknesses, their interests and talents, and what works for them. You are the most important out-of-school influence on your child's educational success.

From *Partners in Learning*, Education Review Office (Guide for parents)

I would like to be part of the team that creates plans for my child. I would like to understand the system and support my child.

EUROPEAN PARENT



Teachers make a difference – they know and understand pedagogy and the curriculum, and research shows they are the strongest in-school influence on learning.



Good teachers are teachers who are helpful – they make the difference between me achieving and failing.

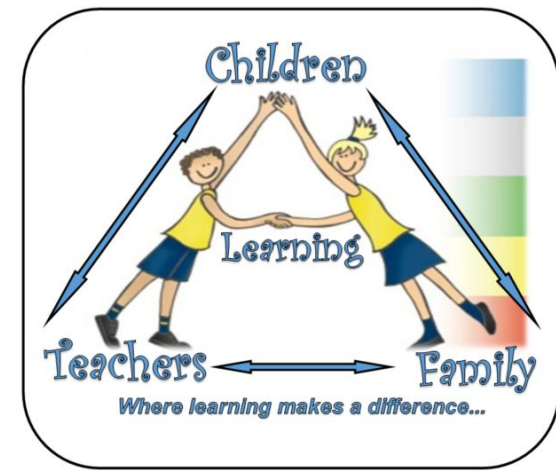
MĀORI STUDENT IN ALTERNATIVE EDUCATION

From *Education matters to me: Experiences of tamariki and rangatahi Māori*, Office of the Children's Commissioner.



I want an inclusive environment that respects the diversity of learners at school. I want teachers to recognise prior learning and respect the cultural capital of each learner.

NZ EUROPEAN/FILIPINO PARENT



Term 1

**Pōwhiri
Parent Partnership Hui**

Term 2

**Pōwhiri
Student Conference
Mid Year Report**

Term 3

**Pōwhiri
Student Conference**

Term 4

**Pōwhiri
End of Year Report**

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
Do not lift the paddle out of unison or our canoe will never reach the shore

**Governing and Leading with Equity,
Inclusivity, Diversity and Excellence**

**Enhancing Community and
Stakeholder Partnerships**

**Sustaining Excellence in learning,
teaching and leading**

Providing a rich, authentic and purposeful curriculum that is filled with opportunities to fulfil our communities aspirations for all.

**Our Albany Curriculum
(Refresh and Review)**

'Where learning makes a difference...'

Albany Primary School - Strategic Directions 2024 - 2025 (Albany 1000)



ALBANY PRIMARY SCHOOL
Where learning makes a difference

The New Zealand Curriculum

and how it relates to the Albany Primary Curriculum

- Established in 2024 replacing previous documents that focussed separately on multi leveled learning areas last updated in 2007.
- Well regarded in New Zealand and by other countries.
- The NZC is a clear statement of what we deem important in education which includes:
 - **Vision**
 - **Principles**
 - **Values**
 - **Key competencies**
 - **The learning areas**
- The NZC sets the direction for student learning and provides guidance for schools as they design and review their curriculum.

Our School Vision and Values

NZC Values

- Excellence
- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity
- Respect.

Albany Primary School

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Our School - The NZC Principles are key

Our School – The NZC Principles are Key
















Principles	
High Expectations	Albany Primary School supports and empowers everyone to achieve individual excellence
Treaty of Waitangi	We acknowledge a spirit of partnership in all we do
Cultural Diversity	We recognise, respect, accept, include and celebrate the cultures in our classrooms, school and community
Inclusion	At Albany Primary School all students have equal opportunities and differences are recognised
Learning to Learn	At Albany Primary School learning looks like making, meaning, developing understanding and creating new knowledge
Community Engagement	The Albany Primary School Curriculum is meaningful and authentic providing opportunities linking the wider community and whānau
Coherence	We help all students build the capability to use pathways to enhance learning across the Curriculum
Future Focus	Albany Primary Schools students are provided with opportunities to become globally connected and socially aware

The New Zealand Curriculum - from 4 to 18+ years

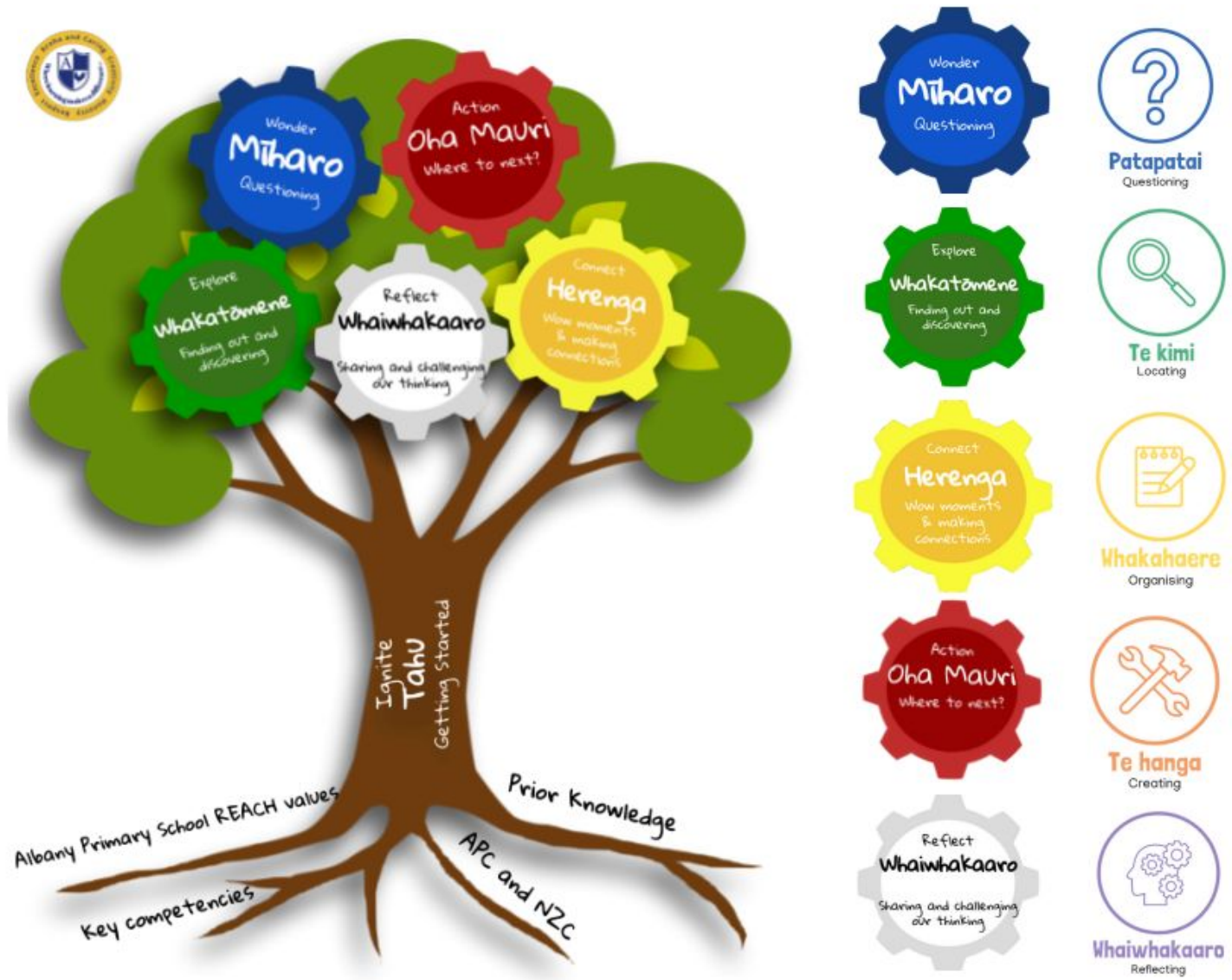


The Key Competencies



Using Language, Symbols and Text	Selection Knowing the choice of language, symbol or text impacts on understanding. 	Interpretation Making meaning of texts of all kind. Refer curriculums for literacy, numeracy and integrated topics. 	Application Confidently using ICT to communicate thinking and information with others. 	Using Language, Symbols and Text
	Making Meaning Using thinking tools to: brainstorm, organise, critique, clarify and challenge ideas. 	Developing Understanding Getting curious. Asking relevant questions. Sharing ideas, information and knowledge. Considering some problem from different perspectives. 	Creating new knowledge Thinking about thinking. Reflecting on discoveries. Identifying needs and creating further opportunities. 	
Participating and Contributing	Active Involvement Collaborating or leading to initiate change. Seeking to improve situations. 	Responsibility Caring about the group(s). Involvement in the group(s). Knowing their voice counts. 	Belonging Identifying with a group(s). Relating to the members of a group(s). Interacting within a group(s). 	Participating and Contributing
	Co-operation Working alongside others. Contributing ideas towards a shared outcome. Working constructively within a group to achieve a result. Knowing when to compete and when to cooperate to achieve a result. 	Recognise Points of View Sharing ideas and opinions within a group. Recognising and acknowledging the opinions of others. Justifying own views and negotiating when there are arguments. 	Listening Actively Learning to listen using common courtesies. Taking turns to speak. Questioning and responding to gather information, clarify and extend understandings. 	
Managing Self	Organisation Managing belongings, materials, equipment and resources. Making plans. Managing time effectively. 	Goal Setting Making choices. Setting personal best goals to help learning. Setting high standards. Motivated (Extrinsically/ Intrinsicly). 	Behaviour Making good choices. Managing impulsivity. Knowing and understanding rules. Awareness of consequences. Learning to persist. Coping with mistakes/errors. Adjusting plans. 	Managing Self

Albany School Inquiry Model and Learning to Learn



Remember that the Inquiry Model is fluid – the cogs have no order and can be repeated throughout the inquiry process.

The Learning to Learn skills provide explicit teaching of the skills required to effectively engage with each cog.

APS Learning to Learn



Patapatai | Questioning



- I am curious about the world around me.
- I ask simple what, why, where, who and how questions.
- I am learning the difference between a statement and a question.
- I explore topics that interest me.
- I can ask open-ended and relevant questions.
- I ask questions to clarify my understanding.
- I observe and make connections.
- I can make comparisons, judgements, connections, and draw conclusions independently.
- I use critical thinking to analyse and evaluate information.
- I ask complex questions.

Te kimi | Locating



- I become aware of different sources like books, pictures, and the internet.
- I can find basic information in books or by asking adults.
- I can use basic strategies to find information, such as using tables of contents, skimming and scanning, and asking specific questions.
- I start to use search engines, using keywords to find information online.
- I learn to evaluate the reliability of sources and cross-reference information from multiple sources.
- I can efficiently navigate search engines to find information online.

Whaiwhakaaro | Reflecting



- I am aware of my thoughts, feelings, and actions.
- I start to recognise my strengths and areas for growth.
- I can say what I like about my learning and am beginning to share my goals.
- I begin to reflect on my experiences and actions.
- I think about what went well and what I could improve.
- I can use feedback from my teacher to support my learning.
- I can give and receive peer feedback.
- I explore other's perspectives and evaluate the consequences of my decisions.
- I can analyse my learning and what my next steps are.
- I can give specific feedback that can help someone else towards their learning goal.

Te hanga | Creating



- I begin to explore different materials and ideas.
- I engage in activities like drawing, building, and storytelling.
- I can create projects and express my ideas through my creations.
- I can use different ways to show my learning.
- I start to use digital tools for creating.
- I experiment with more complex techniques and materials.
- I develop my own style and vision.
- I can independently decide the most appropriate way to share my learning.

Whakahaere | Organising

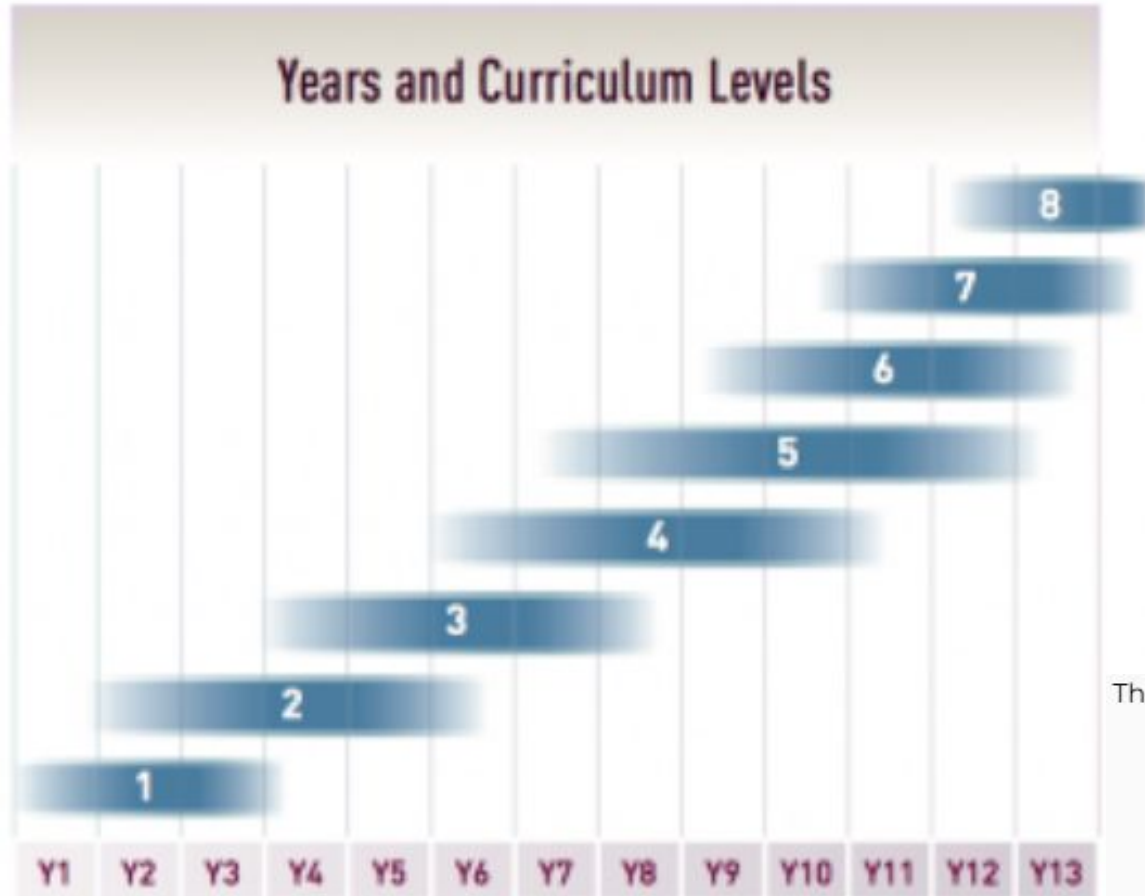


- I use basic organisation skills.
- I draw and label pictures.
- I'm learning to brainstorm and make lists.
- I start arranging items.
- I follow simple instructions.
- I am beginning to prioritise tasks and manage my time effectively.
- I can make connections to my prior knowledge.
- I can summarise main ideas.
- I start to record information in a variety of ways.
- I organise digital files and display data in various ways.
- I prioritise tasks and manage time efficiently.
- I use a range of planning formats for ideas.
- I rewrite information in my words.
- I use note-taking accurately.

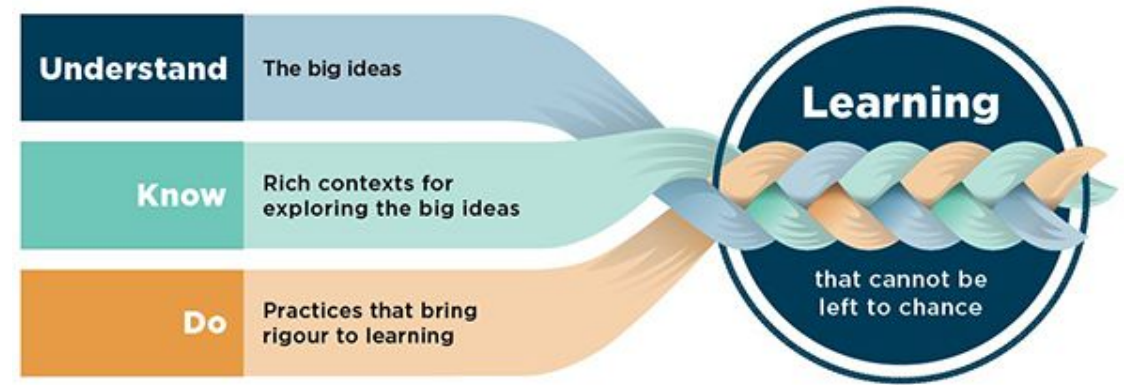
How the NZC Levels are changing...

2007

2025+



Phase 1			Phase 2			
Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
by 6 months	by 12 months	end of Year	end of Year	end of Year	end of Year	end of Year



The critical focuses are:

- **Phase 1** (years 0–3): Thriving in environments rich in literacy and maths
- **Phase 2** (years 4–6): Expanding horizons of knowledge, and collaboration
- **Phase 3** (years 7–8): Seeing ourselves in the wider world and advocating with and for others
- **Phase 4** (years 9–10): Having a purpose and being empathetic and resilient
- **Phase 5** (years 11–13): Navigating pathways and developing agency to help shape the future.

Teachers use the critical focus of each phase in their selection and design of topics and activities.

Our Structure (at APS)

Maree Bathurst
Kanohi matara - Tumuaki
Visionary - Principal

Deputy Principal - Anneliese Restall Shaw (Phase 1)
Kaihura (Discoverers)

Deputy Principal - Faron Turner (Phase 2)
Kaiwhakatere (Navigators)

Year 0
 Team Leader
 Judith-Ann Sillick

Year 1
 Team Leader
 Judith-Ann Sillick

Year 2
 Team Leader
 Alex Hanson

Year 3
 Team Leader
 Joanne Paviour

Year 4
 Team Leader
 Karen Hughes

Year 5 and Year 6
 Team Leader
 Shari Turner

Area 25
 Area 28
 Area 24

Area 22
 Area 23
 Area 26
 Area 27

Area 1
 Area 2
 Area 4
 Area 5
 Area 21

Area 16
 Area 17
 Area 18
 Area 19

Area 6
 Area 7
 Area 8
 Area 9
 Area 31

Area 11
 Area 12
 Area 13
 Area 14
 Area 15

Area 29
 Area 30
 Area 36
 Area 37

Deputy Principal - James Hopkins
Kaiārahi tautoko akoranga (Leader of Learning Support)

Learner Agency - what is this?

Assessment for Learning:

- ❖ What are you learning?
- ❖ Why are you learning it?
- ❖ How well are you doing?
- ❖ Where do you need to go next?

This looks like self, peer and teacher assessment



Assessment

At Albany Primary School to better inform teaching and learning, achievement data is critically analysed at syndicate and school level through professional dialogue so that teaching and learning is better informed.

This information also identifies and tracks individuals, cohorts and school trends.

We utilise a variety of assessment methods (formative and summative) to ensure that the assessment information we collect is:

- timely
- meaningful
- informing teaching
- supporting students learning

Together learners and teachers share assessment information and this can form the basis for learning conversations.

Aligned to the New Zealand Curriculum, Overall Teacher Judgments (OTJ's) are formed to show learners "working at stage" and will be a snapshot summary for one point in time (a collation of formal assessments, learning conversations and what a teacher has seen in the classroom).

Assessment

Assessment at Albany Primary School is shared and used for a variety of purposes

1. With and by Learners
2. With and by Teachers and School Leadership
3. With Parents
4. Sharing with Board of Trustees and Community
5. Albany Whānau Ki te Ako - Community of Learning (CoL)
6. Reporting to the Ministry of Education

The Arts looks like:

- **Dance**

- Understanding in Context
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting

- **Drama**

- Understanding in Context
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting

- **Music**

- Understanding in Context
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting

- **Visual Arts**

- Understanding in Context
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting



Health and Physical Education looks like:

- **Personal Health and Physical Development**
 - Personal growth and development
 - Regular physical activity
 - Safety management
 - Personal identity
- **Movement Concepts and Motor Skills**
 - Movement skills science and technology
 - Positive attitudes; challenges and both social and cultural factors
- **Relationships with Other People**
 - Relationships
 - Identity, sensitivity and respect
 - Interpersonal skills
- **Health Communities and Environments**
 - Community resources
 - Rights, responsibilities, laws, people and environment



Learning Languages looks like:

- Communication
- Language Knowledge
- Cultural Knowledge



Science looks like:

- **Nature of Science**

- Understanding about science
- Investigating in science
- Communicating in science
- Participating and contributing

- **Living World**

- Life processes
- Ecology
- Evolution

- **Planet Earth and Beyond**

- Earth systems
- Interacting systems
- Astronomical systems

- **Physical World**

- Physical inquiry and physics concepts

- **Material World**

- Properties and changes of matter
- Chemistry and society



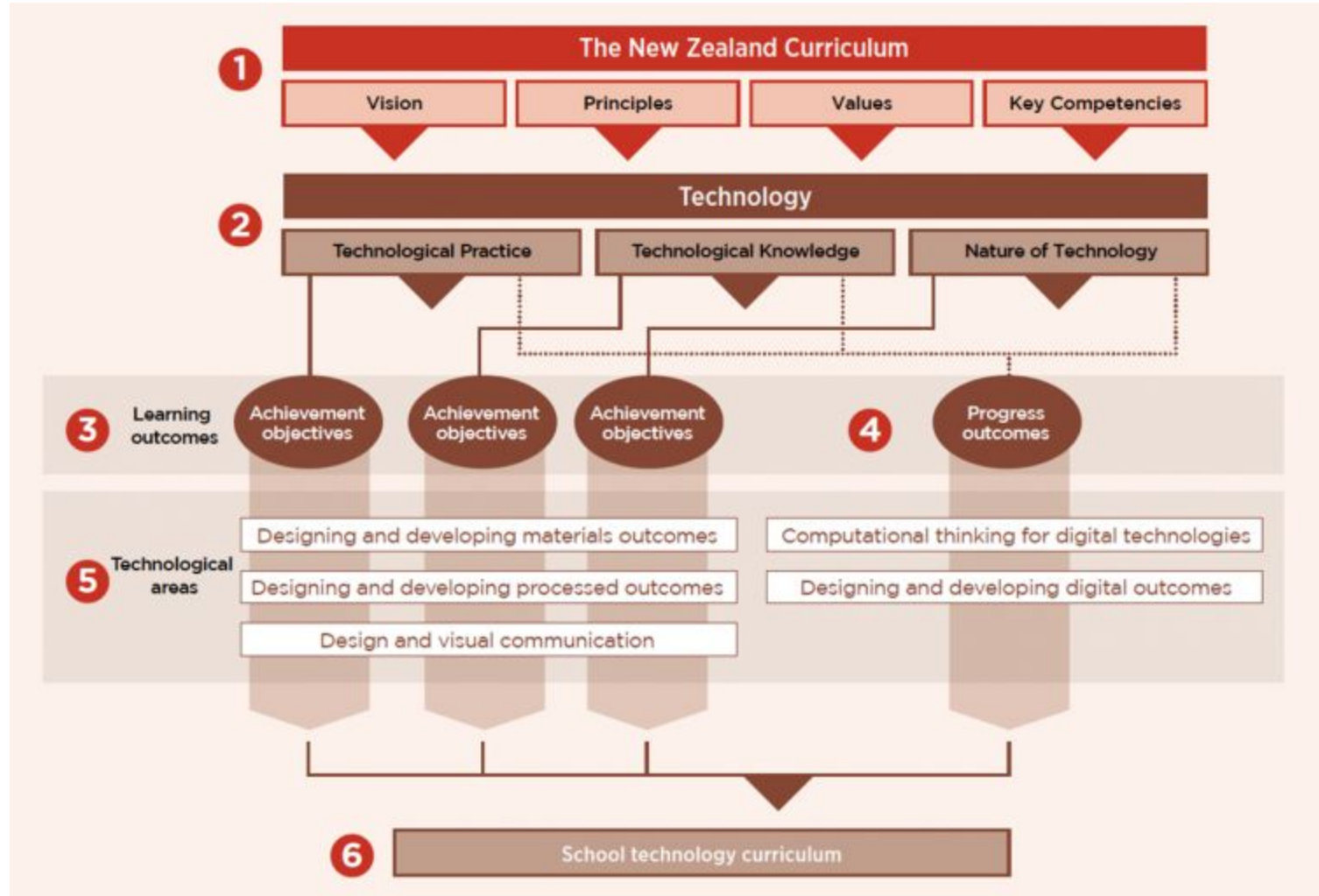
Social Science looks like:

- Identity, Culture and Organisations
- Place and Environment
- Continuity and Change
- The Economic World
- Aotearoa New Zealand Histories



Technology looks like:

- **Technological Practice**
 - Planning for practice
 - Brief development
 - Outcome development and evaluation
- **Technological Knowledge**
 - Technological modelling
 - Technological products
 - Technological systems
- **Nature of Technology**
 - Characteristics of technology
 - Characteristics of technological outcomes



English

Understand

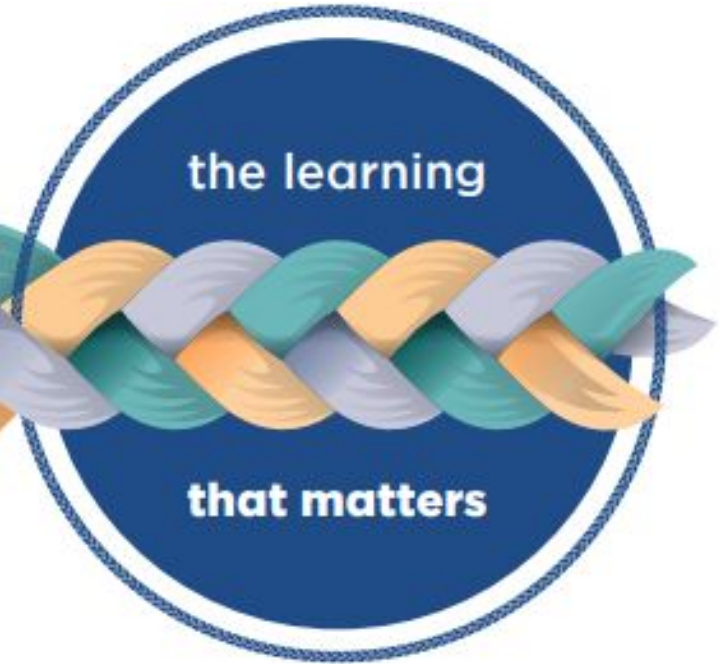
Communication depends on shared codes and conventions.
Language and literature give us insights into ourselves and others.
The stories of Aotearoa New Zealand are unique taonga tuku iho.
Stories are a source of joy and nourishment.
Literature, language, and texts embody perspectives.

Know

Text purposes and audiences
Ideas within, across, and beyond texts
Features and structures of language

Do

Comprehending and creating texts
Critical analysis
Reading for pleasure
Connecting through storytelling



Te Poutāhū
Curriculum Centre

Te Mātaiaho

**The New Zealand
Curriculum**

ENGLISH YEARS 0-6

*Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.*

*Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.*



Te Tāhuhu o
te Mātauranga
Ministry of Education



Te Kāwanatanga
o Aotearoa
New Zealand Government

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English looks like:

- **Oral Language**
 - Communicating Ideas and Information
 - Interpersonal Communication
 - Vocabulary and Grammar
 - Communication for Learning

- **Reading**
 - Word Recognition
 - Comprehension
 - Critical Analysis

- **Writing**
 - Transcription Skills
 - Composition
 - Writing Craft
 - Writing Processes

A deeper look at the writing processes...

- **Writing**
 - Writing Processes
(*Planning*, Drafting, Revising, Editing, Presenting)

		During the first 6 months	During the first year	During the second year	During the third year
		<i>Informed by prior learning, teach students to:</i>	<i>Informed by prior learning, teach students to:</i>	<i>Informed by prior learning, teach students to:</i>	<i>Informed by prior learning, teach students to:</i>
Writing processes	Planning	› plan their writing by saying a sentence to the teacher	› plan their writing through talk, determining the precise wording of each sentence before writing it	› plan a short series of sentences through talk, thinking carefully about each sentence before writing it	› use simple organisers (e.g., graphic organisers or mnemonics) to plan single-paragraph texts
					› use simple note-taking in their planning
			› identify and work towards a specific writing goal, with close support	› identify and work towards a specific writing goal, with support	› identify and work towards a specific writing goal based on revisions and edits made to previous ...

		During year 4	During year 5	During year 6
		<i>Informed by prior learning, teach students to:</i>	<i>Informed by prior learning, teach students to:</i>	<i>Informed by prior learning, teach students to:</i>
Writing processes	Planning	› use organisers (e.g., graphic organisers or mnemonics) to organise and plan writing	› use organisers (e.g., graphic organisers or mnemonics), suitable to the text structure, to organise and plan writing	› choose and use the most appropriate graphic organiser or mnemonic for the writing task
		› make notes, reducing information into key words and phrases	› make notes, organising key information into categories	› make notes by gathering key information from a range of print and digital sources and organising it into categories
		› set and work towards specific writing goals based on reflection on their own writing content and processes	› set and work towards specific writing goals based on reflection on their own writing content and processes	› set and work towards specific writing goals based on reflection on their own writing content and processes
	Drafting	› transfer ideas from planning organisers or mnemonics into sentences	› transfer organised information from planning into draft paragraphs for each category or idea	› transfer organised information from planning, and ensure there are links between paragraphs and cohesion ...

Mathematics

Understand

Patterns and variation
Logic and reasoning
Visualisation and application

Know

Number
Algebra
Measurement
Geometry
Statistics
Probability

Do

Investigating situations
Representing situations
Connecting situations
Generalising findings
Explaining and justifying findings

the learning

that matters



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**The New Zealand
Curriculum**

**MATHEMATICS AND
STATISTICS YEARS 0-8**

*Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.*

*Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.*



Te Tāhuhu o
te Mātauranga
Ministry of Education



Te Kāwanatanga
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Mathematics looks like...

- **Number**

- Number Structure
- Operations
- Rational Numbers
- Financial Mathematics

- **Algebra**

- Equations and Relationships
- Algorithmic Thinking

- **Measurement**

- Measuring
- Perimeter, Area and Volume

- **Geometry**

- Shapes
- Spatial Reasoning
- Pathways

- **Statistics**

- Problem
- Plan
- Data
- Analysis
- Conclusion
- Statistical Literacy

- **Probability**

- Probability Investigations
- Critical Thinking in Probability

Mathematics looks like...

The language of mathematics and statistics: Phase 1

	At 6 months <i>Students will know the following words:</i>		Year 1 <i>Students will know the following new words:</i>		Year 2 <i>Students will know the following new words:</i>		Year 3 <i>Students will know the following new words:</i>	
Number	<ul style="list-style-type: none"> › add, plus, join › altogether › biggest, smallest › combine, separate › count › group › how many › in between › more, less 	<ul style="list-style-type: none"> › next, before, after › ordinal (1st, 2nd, 3rd etc.) › takeaway, minus 	<ul style="list-style-type: none"> › count on, count back › digit › double, halve › equal group › equal part › fair share › forwards, backwards › fraction › half, quarter 	<ul style="list-style-type: none"> › odd, even › partition › set › share › skip count › subtract › sum, difference › whole set 	<ul style="list-style-type: none"> › cent, coin, dollar, note › denominator › eighth › estimate, estimation › money › multiply, divide › numerator › place value 	<ul style="list-style-type: none"> › quantity, amount › regroup 	<ul style="list-style-type: none"> › operation › round › third, fifth, sixth › unit fraction 	
Algebra	<ul style="list-style-type: none"> › continue › copy › next › pattern › repeat 		<ul style="list-style-type: none"> › changed, unchanged › element › equal, equivalent › equation 	<ul style="list-style-type: none"> › number sentence › repeating pattern › true, false › unit of repeat › zero 	<ul style="list-style-type: none"> › error › predict 		<ul style="list-style-type: none"> › complete, incomplete › growing pattern › rule › sequence › term 	
Measurement	<ul style="list-style-type: none"> › comparative words (long, taller, heaviest etc.) › full, empty › heavy, light › height › length 	<ul style="list-style-type: none"> › measure, weigh › same as › short, tall, wide, large, small, big 	<ul style="list-style-type: none"> › capacity › day, week, month, year › days of the week › distance › earlier, later › hour 	<ul style="list-style-type: none"> › morning, afternoon, evening › o'clock › starting point, end point › weight 	<ul style="list-style-type: none"> › area › full turn, half turn, quarter turn › half past › months of the year › perimeter › seasons of the year 	<ul style="list-style-type: none"> › surface › width 	<ul style="list-style-type: none"> › gram › litre, millilitre › measuring jug or cup › metre, centimetre › metric › minute, second 	<ul style="list-style-type: none"> › quarter past, quarter to › ruler › three-quarter turn › unit › volume › weighing scale, balance scale

Mathematics looks like...

The language of mathematics and statistics: Phase 2

	Year 4 <i>Students will know the following new words:</i>		Year 5 <i>Students will know the following new words:</i>		Year 6 <i>Students will know the following new words:</i>	
Number	<ul style="list-style-type: none"> › addend › convert › decimal › decimal place › decimal point › improper fraction › mixed number 	<ul style="list-style-type: none"> › rename › scale › tenth 	<ul style="list-style-type: none"> › change › divisor, dividend, quotient, remainder › factor › hundredth › multiple › product 	<ul style="list-style-type: none"> › proportion 	<ul style="list-style-type: none"> › efficient › inverse operation › percentage › simplest form › square number › thousandth 	
Algebra	<ul style="list-style-type: none"> › conjecture › relationship 		<ul style="list-style-type: none"> › algorithm › corresponding element › procedure 		<ul style="list-style-type: none"> › constant › equality, inequality › linear pattern › XY graph 	
Measurement	<ul style="list-style-type: none"> › angle › benchmark › degree › kilogram › minutes past, minutes to 		<ul style="list-style-type: none"> › a.m., p.m. › acute angle › attribute › degrees celsius › kilometre, millimetre › obtuse, reflex, right, or straight angle 	<ul style="list-style-type: none"> › timetable 	<ul style="list-style-type: none"> › cubic centimetre, cubic metre › protractor › square centimetre, square metre 	

Mathematics looks like...

Number Operations - Informed by prior learning, teach students to:										
	During the first 6 months	During the first year	During the second year	During the third year	During year 4	During year 5	During year 6	During year 7	During year 8	
Operations		use estimation to predict and to check the reasonableness of calculations	use estimation to predict results and to check the reasonableness of calculations	use estimation to predict and to check the reasonableness of calculations	use rounding, estimation and inverse operations to predict results and to check the reasonableness of calculations	use rounding, estimation and inverse operations predict results and to check the reasonableness of calculations	use rounding, estimation and inverse operations to predict results and to check the reasonableness of calculations	use rounding and estimation to predict results and to check the reasonableness of calculations	use rounding, estimation and benchmarks to predict results and to check the reasonableness of calculations	
			identify the nearest ten to any whole number up to 100	round whole numbers up to 1,000 to the nearest hundred or ten	round whole numbers to the nearest thousand, hundred, or ten	round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number	round whole numbers to a specified multiple of powers of 10, and round tenths and hundredths to the nearest whole number or 1 dp	round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, or whole number	round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, thousandth or whole number	
	join and separate groups of up to a total of 10 objects, by grouping and counting	join and separate groups of up to a total of 20 objects, & find the difference between groups by grouping & counting (e.g. $9 + 6$; $7 + ? = 11$)	add and subtract numbers up to 100 without renaming (e.g., $53 + 21$; $55 - 32$)	add and subtract 2-digit numbers up to at least 100 (e.g. $43 - 28$, $37 + 18$)	add and subtract 2- and 3-digit numbers	add and subtract whole numbers up to 10,000	add and subtract any whole numbers	add / subtract decimals to three decimal places with an emphasis on estimating before calculating	add, subtract and multiply decimals, with an emphasis on estimating before calculating	
		Explore addition facts up to 10 and their corresponding subtraction facts (families of facts), including doubles and halves	recall addition facts up to 10, and explore addition facts up to 20 & their corresponding subtraction facts (families of facts), inc. doubles & halves	recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves						
			identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s	recall multiplication and corresponding division facts for 4s and 6s	recall multiplication facts for 7s, 8s, and 9s and corresponding division facts	recall multiplication facts to at least 10×10 and corresponding division facts	recall multiplication facts to at least 10×10 and identify and describe the divisibility rules for 2, 3, 5, 9, and 10	identify and describe the divisibility rules for 2-11	
		multiply and divide using equal grouping or counting	multiply and divide using equal grouping or skip counting (e.g. in 2s, 5s, and 10s)	multiply a 1- or 2-digit number by a 1-digit number using skip counting or known facts (e.g. 4×6 , 2×23)	multiply a 2-digit by a 1-digit number and two 1-digit whole numbers (e.g., 23×5 , 7×8)	multiply a 3-digit by 1-digit number and two 2-digit whole numbers (e.g., 245×6 , 34×83)	multiply multi-digit whole numbers (e.g., 54×112)	multiply whole numbers	multiply fractions and decimals by whole numbers, <i>(also in rational numbers)</i>	multiply fractions and decimals by whole numbers <i>(also in rational numbers)</i>
				divide whole numbers by a 1-digit divisor with no remainders, using grouping (e.g., $24 \div 3$ $32 \div 4$)	divide up to a 3-digit whole number by a 1-digit divisor, with no remainder (e.g., $65 \div 5$)	divide up to a 3-digit whole number by a 1-digit divisor, with a remainder (e.g., $83 \div 5 = 16$, remainder 3)	divide up to a 4-digit whole number by a 1-digit divisor, with a remainder (e.g., $198 \div 7$; $4154 \div 8$)	divide whole numbers by 1- or 2-digit divisors (e.g., $327 \div 5 = 65.4$ or $65 \frac{3}{5}$)	divide whole numbers (e.g., $327 \div 15 = 21.8$ or $21 \frac{4}{5}$)	

Mathematics looks like...



Year 1: Rich routines to activate the **Knows** and **Dos**

moveNprove

Diagnostic assessment opportunity
Identify and remediate key "knows"

moveNprove

A 16cm^2 The area of this rectangle is:

B 32cm^2

C 60cm^2

D 136cm^2

discussNdefend

Visual hook for curiosity or debate
Whole class exploration/discussion

discussNdefend: First Steps

First Steps... what comes next? $63 - 48$

A. $63 - 40$

B. $63 - 3$

C. $63 - 50$

D. $48 + 2$

E. $66 -$



revisitNretain

Reactivate key skills and procedures
Practice and deepen the Knows

recallNreason

Academically rich games
Solo, pairs, groups and whole class

recallNreason: Number Boxes Game

Number Boxes

Years 1 to 6

Materials: 6-sided dice, pen and paper

Maths concepts: computation, place value

Aim: Be the closest to the target number.

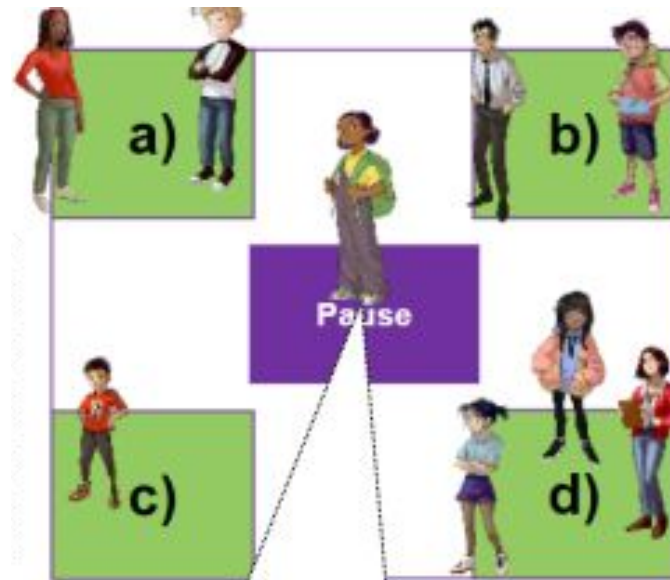
- Choose which number box layout you want to play and decide on a specific target number to aim for (e.g. 20).
- Players take turns to roll a dice and place it in one of the boxes.
- Once the number box is full, it cannot be changed. One number on any given round may be "broken away" and written in the 50s or 100s place instead.
- Play continues until all of the boxes are full. Players judge which number is closest to the target number.

Mathematics looks like...

$$7 + 4 = ? + 5$$

a) 11

b) 6



I am not sure. I want to listen to the others first

Pause

c) 16

d) none of these

Mathematics looks like...

$$7 + 4 = ? + 5$$

a) 11

b) 6

7 + 4 = [] + 5

a) 11
7 add the 4 is 11
You don't need the 5.

b) 6
If its 11 on the left side, then you need 6 more on the other to make that 11.

c) 16
7 plus the 4 is 11
Then you add the 5 and get 16

d) None of these
They are all wrong because the '=' is in the wrong place

c) 16

d) none of these

Home Learning



- Revision focussed
- Maths
 - Mathseeds Year 0 and Year 1
 - Mathletics Year 3 and Year 4
 - Study Ladder Year 5 and Year 6
- Reading and Spelling
- Home learning Policy
- Why it is home learning - not homework
(practising our learning at home)

Please refer to our [home learning statement on our website](#)

How to support at home

Mā ngā mātua me te whānau
Parents and caregivers

Ngā kaiwhakarato me ngā kaikirimana
Suppliers and providers

Ā mātou mahi
Our work

How to use these resources

- Go to the page that covers your child's year level (or if you're using these resources over the summer holidays, the year your child has just completed).
- Read through the different ideas, and work some into your conversations, play, or other activities with your child.

Year 1 reading, writing and maths support

Ideas to boost your child's Year 1 reading, writing and maths skills at home.



Year 2 reading, writing and maths support

Ideas to boost your child's Year 2 reading, writing and maths skills at home



Year 3 reading, writing and maths support

Ideas to boost your child's Year 3 reading, writing and maths skills at home.



Year 4 reading, writing and maths support

Ideas to boost your child's Year 4 reading, writing and maths skills at home.



Year 5 reading, writing and maths support

Ideas to boost your child's Year 5 reading, writing and maths skills at home.



Year 6 reading, writing and maths support

Ideas to boost your child's Year 6 reading, writing and maths skills at home.



WEBLINK: [Reading, writing and maths - Ministry of Education](#)

WEBLINK: [APS - Parent and Community Curriculum site](#)

WEBLINK: [APS Learning @ Home](#)

Extra Curricular Opportunities

Optional activities that are opt in by parents and coordinated by the school

- School Sports (refer to school website)



Parent coordinated activities / opportunities (examples)

- Instrumental/singing Tuition
- Community Club sport and activities
(rugby, gymnastics, football, cricket etc)
- Private arts tuition (Dance groups, Martial Arts, etc)



Any questions?



Karakia whakamutunga (closing):



Ka whaka iria te tapu
Kia watea ai te ara
Kia tūruki whakataha ai
Kia tūruki whakataha ai
Haumi ē, hui ē, Tāiki ē

Restrictions are moved aside
So the pathway is clear
To return to everyday activities

Enriched and unified

'Where learning makes a difference'

Respect - Excellence - Aroha & Caring - Collaboration - Honesty

Whakaute - Kairangi - Aroha - Mahitahi - Ngākaupono

