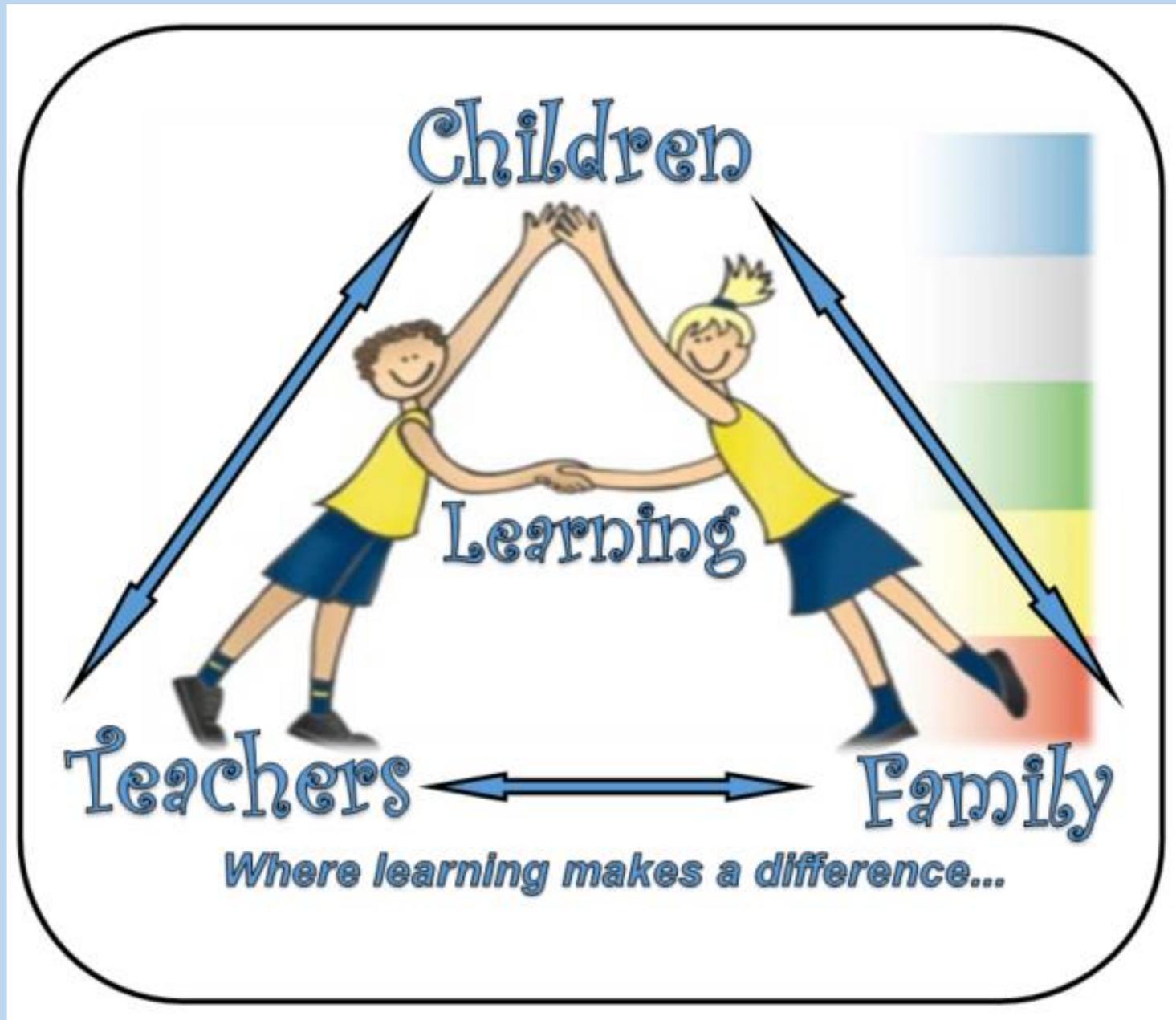


Welcome to our parent information evening



ALBANY PRIMARY SCHOOL
Where learning makes a difference ...



Albany Graduates are:

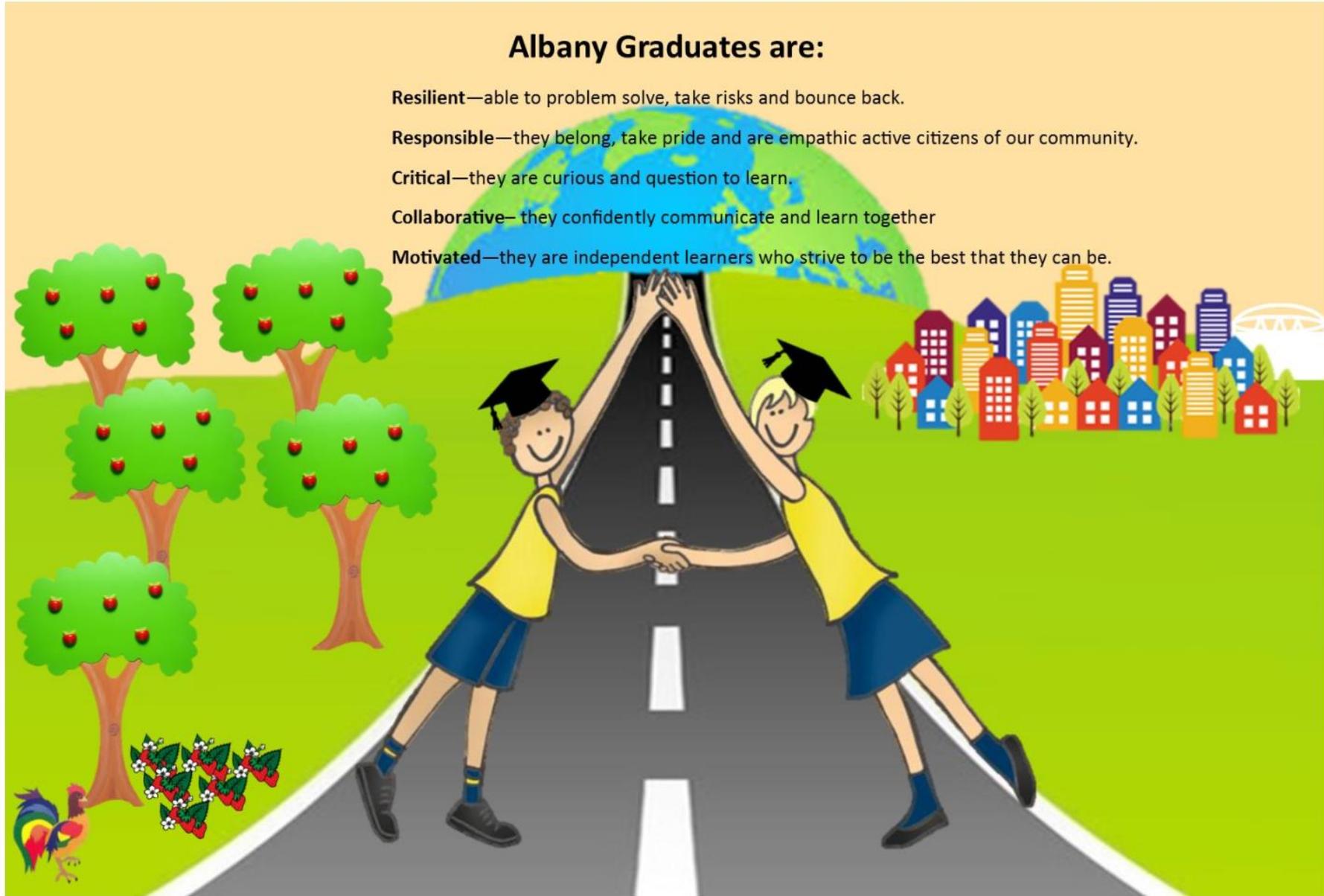
Resilient—able to problem solve, take risks and bounce back.

Responsible—they belong, take pride and are empathic active citizens of our community.

Critical—they are curious and question to learn.

Collaborative— they confidently communicate and learn together

Motivated—they are independent learners who strive to be the best that they can be.



The New Zealand Curriculum ...

and how it relates to the Albany Primary Curriculum

- Established in 2007 replacing previous documents that focussed separately on each learning area.
- 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 provided guidance for schools as they design and review their curriculum.

The New Zealand Curriculum ... and how it relates to the Albany Primary Curriculum

A Vision:

What we want for our young
people...

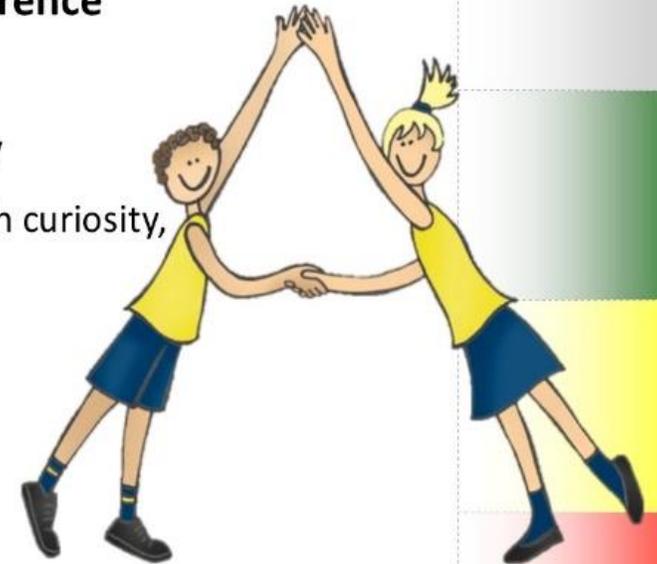
Young people who will be
confident, creative,
connected, actively involved
and lifelong learners

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



The New Zealand Curriculum ...

and how it relates to the Albany Primary Curriculum

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 do 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 to link 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 School students are provided with opportunities to become globally connected and socially aware

The New Zealand Curriculum ...

and how it relates to the Albany Primary Curriculum

Values:

- Excellence
- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity
- And to Respect themselves, others and human rights

Albany Primary School

Our Values

Respect

Excellence

Aroha and Caring

Creativity

Honesty



The New Zealand Curriculum ...

and how it relates to the Albany Primary Curriculum

Key Competencies to sustain learning and effective participation society and underline the emphasis on life long learning

- Managing Self
- Relating to Others
- Participating and Contributing
- Thinking
- Using Language, symbols and texts

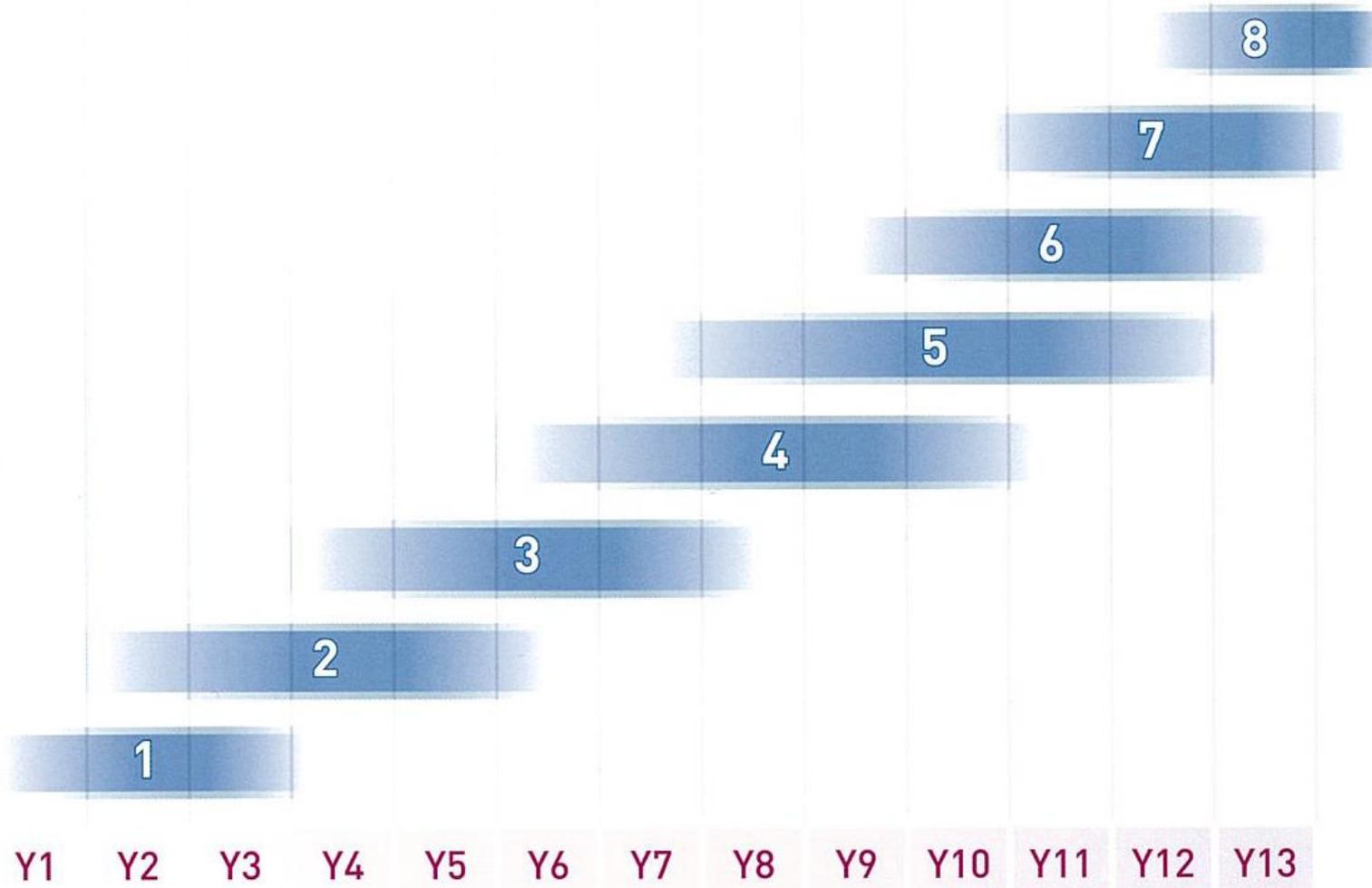
The New Zealand Curriculum ...

and how it relates to the Albany Primary Curriculum

Learning Areas:

- English
- The Arts
- Health and Physical Education
- Learning Languages;
- Mathematics and Statistics
- Science
- Social Sciences and
- Technology

Years and Curriculum Levels



NEW ZEALAND CURRICULUM LEVEL EXPECTATION

By the end of Year “ “ students are expected to be working within

Early Level 1	Late Level 1	Early Level 2	Late Level 2	Early Level 3	Late Level 3	Early Level 4	Late Level 4
Year 0/1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8

INQUIRY Learning at APS

Juniors

Middles

Seniors

School-wide concept each term. This concept is over-arching for all subject areas for the term.
(This includes reading, writing, maths, science, social sciences, health, PE and the arts)
Each syndicate has their own big idea which stems from each concept.

Concept: CHANGE

Conceptual Learning occurs all day, through all subject areas.

Big idea:

Yr 1: My world can CHANGE me.
Yr 2: CHANGE is around us.

Big idea:

CHANGE happens all around us.

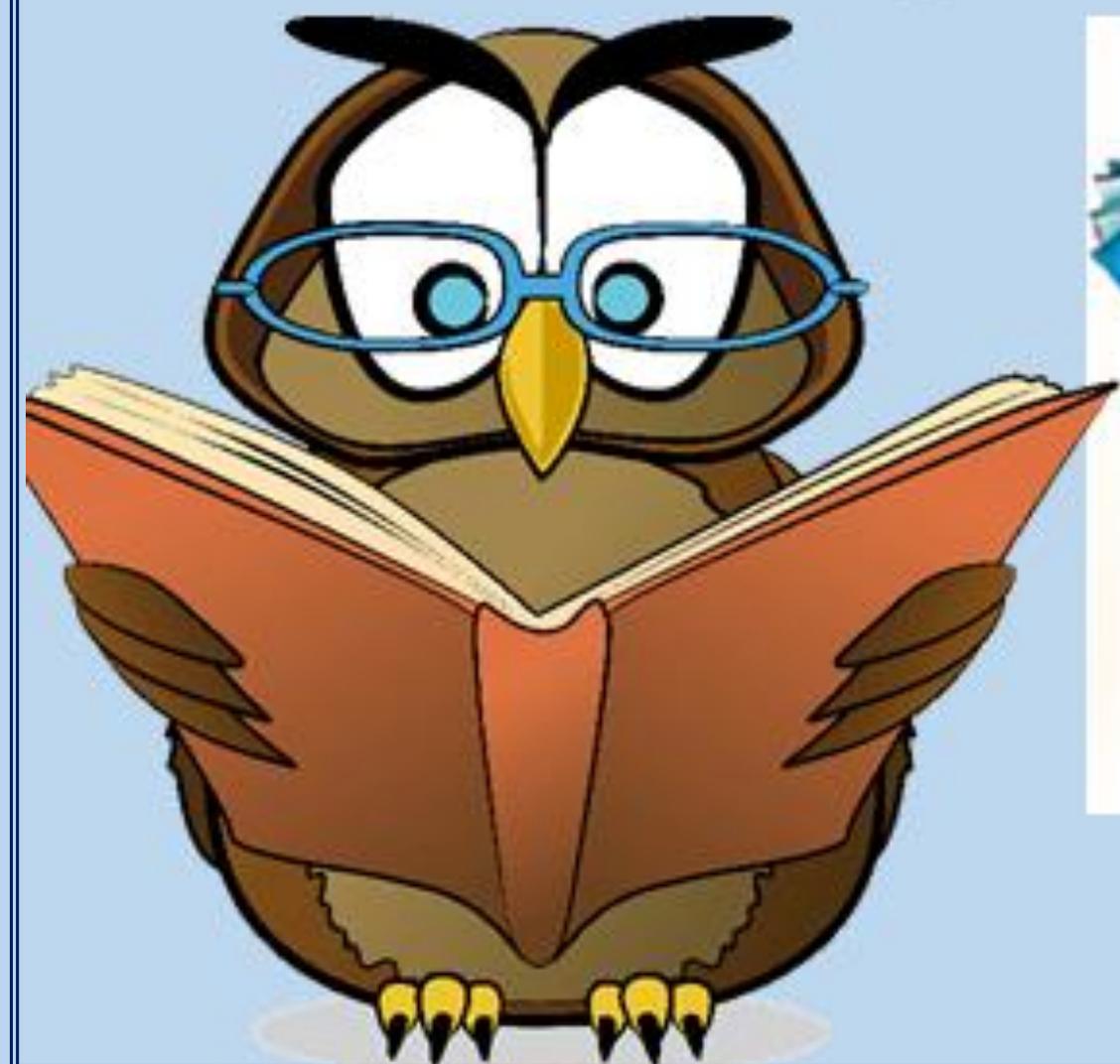
Big idea:

If it doesn't challenge you, it won't CHANGE you.

ALBANY SCHOOL INQUIRY MODEL



Reading in the Classrooms



Reading in the classrooms...



Reading To...

Reading aloud, with fluency and expression.
Modelling decoding and comprehension skills
and explicitly observing punctuation.
< Teacher to students, students an audience >

Reading With...

Reading aloud, with fluency and expression.
Modelling decoding and comprehension skills and
explicitly observing punctuation.
< Teachers with students, students with students >

Reading By...

Reading independently (aloud or silently) for a
range of purposes, across a range of contexts.

Teaching practices include

to develop deeper understanding of the texts we have read:

- phonemic understanding and HFWs
- shift from learning to read, to reading to learn
- shared, guided, independent (including scaffolding and monitoring) and reading to (modelling).
- importance of talk
- material sent home will be known to the child and it may be a favourite text that comes home more than once but the main point is that it is familiar to the child not new learning and teaching
- mixture of texts (fiction, non-fiction, familiar and unfamiliar contexts, print and on-line, written and visual...)

[Connected Online](#)

Reading

Happens Across All the Learning Areas

These include:

- English
- The Arts
- Health and Physical Education
- Learning Languages;
- Mathematics and Statistics
- Science
- Social Sciences and
- Technology

What do we do when we read?



Processing strategies

working out unknown words so that we can understand the text:

- Looking for sounds and chunks
- Predicting
- Cross-checking
- Self-correcting
- Retelling



What do we do when we read?



Comprehension strategies

to develop deeper understanding of the texts we have read:

- Self-monitoring
- Activating prior knowledge
- Making Connections
- Predicting
- Inferring
- Asking and answering questions
- Visualising
- Identifying main ideas
- Summarising main ideas
- Identifying the author's purpose
- Evaluating ideas and information
- Analysing and synthesising



Reading (for teachers to speak to)

Juniors	Middles	Seniors
Focus on learning to read	Focus on reading to learn	Focus on reading to learn
Guided, shared and independent reading	Guided, shared and independent reading	Guided, shared and independent reading
<p>Learning of alphabet sounds Sight vocabulary Decoding strategies Developing early comprehension skills</p> <p>This is done through</p> <ul style="list-style-type: none">● shared books● guided reading sessions● tumble activities related to their learning gaps● students interests and the term's inquiry concept● Reading to, with, by	<p>Digging deeper into different comprehension strategies but if children need alphabet and sight vocabulary, then this is also covered.</p> <p>This is done through</p> <ul style="list-style-type: none">● choice of activities that assist their growth in reading, based around the identified common learning gaps.● students interests and the term's inquiry concept● Shared novel study● guided reading sessions● Reading to, with, by	<p>Digging deeper into different comprehension strategies based on identified gaps identified from assessment tools.</p> <p>This is done through</p> <ul style="list-style-type: none">● students interests and the term's inquiry concept● flexi-grouping● Shared novel study● guided reading sessions● Reading to, with, by● research● independent reading for pleasure or a purpose

Supporting Reading at Home...



Why: to develop deeper understanding of the texts we have read:

- significance of early experiences with text, print concepts, rhythm and rhyme, pleasure
- parents as first and ongoing teachers.
- importance of talk to oral language, thinking, reading, learning - discussion of ideas and experiences,
- development of vocabulary, word games, jokes and puns, logic and reasoning, to reading and writing...
- practical ways of reading with juniors, middles and seniors – how it changes
- reading and writing are reciprocal processes and support each other
- visit public libraries

Reading To...

Making the time to read for enjoyment or a specific purpose...

- > Adults to children
- > Children to other family members

Reading With...

Making the time to read for enjoyment or a specific purpose...

- > Adults with children
- > Children with other family members

Reading By...

Allocating the time to read independently for enjoyment or a specific purpose...

Writing in the Classrooms



Writing programmes in our classrooms are integrated across the day....

- An instructional writing programme will incorporate a range of teaching approaches which might include:
- language experience
- teacher writing
- shared writing
- guided writing
- independent writing

Teachers use deliberate acts of teaching writing

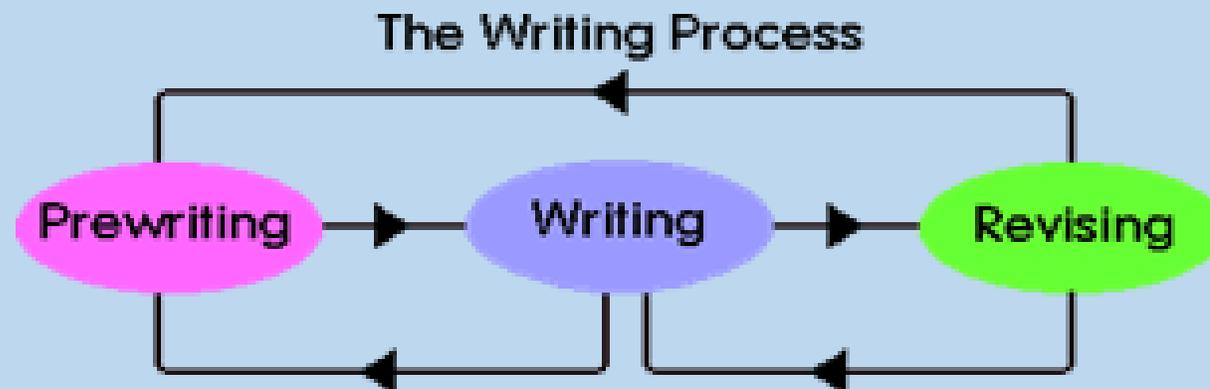
Direct or explicit instruction will mean incorporating:

- Questioning
- Prompting
- Demonstrating
- Explaining
- Feedback/feed-forward
- 'Teacher think alouds' into the programme.

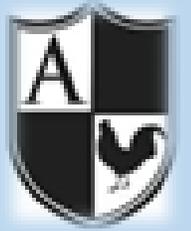


Writers create texts by:

1. planning for writing through oral language
2. taking ideas spoken about and changing them into written words (one sound, then beginning and end sounds, then more sounds heard)
3. re-reading, reflecting, re-crafting and presenting the text to an audience. (sharing orally or publishing)



Writing in Year 0, 1 and 2



For Year 1 – 3 students, the emphasis is on 'learning to write', (rather than on 'writing to learn').



Writing in Year 3 and 4

Progressing through

- Students are continuing to learn how to write.
- Students are moving into writing to learn.

How do they do this?

Through the writing process being explicitly taught and modelled

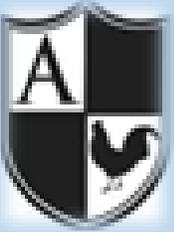
There are several stages that most writers move between as they create texts. Moving between these stages usually, but not always, results in the creation of a completed text.

The stages are:

- forming intentions or planning for writing;
- crafting or composing a text by translating ideas into written words;
- re-reading, reflecting on, re-crafting and presenting the text for an audience.

As they move between these stages, most writers use a range of writing strategies to help them write effectively

Writing in Year 5 and 6



Why do we write...

Poetic

Descriptive

(Descriptions of people, places and objects)

Recipes, Character, Brochures, Lost and Found

Poems

Cinquain, Acrostic, Nursery Rhymes

Narrative

(Imaginative or Factual)

Fables, Autobiographies, Film Strips, Myths, Fairy Tales, Legends, Fables, Plays

Expressive

Personal Recounts

Diaries, Letters, Autobiographies, Postcards, Mémoires

Transactional

Report

(Factual Information or News) Brochures, Definitions, Lost and Found, News Broadcasts, Synopsis, Factual Recounts, Biographies, Letters

Procedural

(How to make or do)

Recipes, Instructions, Rules, Directions

Explanation

(How something works? Why something occurs, happens or performs?)

Charts, Definitions,

Arguments

Letters, Arguments,

Discussions *(For and against)*

Persuasive *(Expositions)*

Justify a point of view, Brochures,

Arguments, Job Applications, Letters,

Advertisements, Submissions, Complaints,

Slogans, Jingles

Who is our audience ?

What is the purpose for us to be writing?



Writing in Year 5 and 6

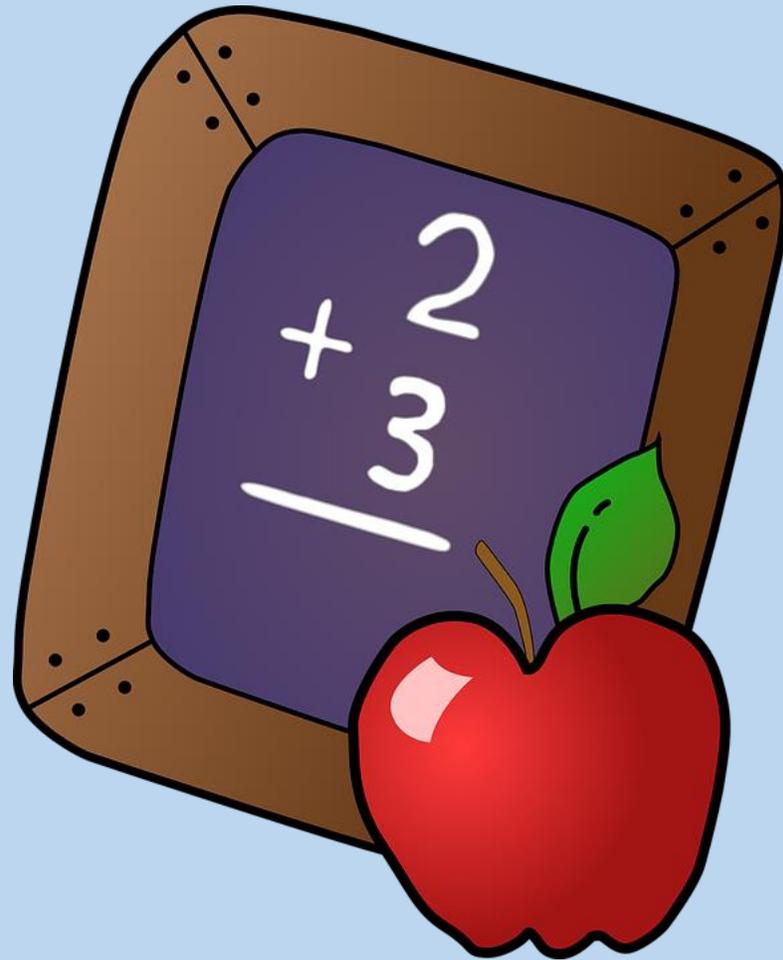
For Year 4 -13 students, the emphasis shifts onto 'writing to learn' (rather than on 'learning to write').

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exposure to Children may not have seen this text type before. It may be covered incidentally in your class literacy programme, making connections between guided instructional reading and writing. These text types do not need to be explicitly broken down and taught but children should be exposed to a variety of examples.</p>					
<p>Poetic Narrative Poems</p> <p>Transactional Procedural Report</p>	<p>Poetic Narrative</p> <p>Transactional Procedural</p>	<p>Poetic Narrative</p> <p>Transactional Explanation</p>	<p>Poetic Narrative</p>	<p>Transactional Argument</p>	
<p>Focused Teaching (New Learning) Children may have been exposed to this text type before but it has not been specifically taught. By the end of the year, the children will be familiar with the structure through explicit teaching steps.</p>					
	<p>Poetic: Poems</p> <p>Transactional Report</p>	<p>Transactional Procedural</p>	<p>Transactional Explanation</p>	<p>Poetic Narrative</p>	<p>Transactional Argument</p>
<p>Strengthening Children have been taught this text type previously. The next step is to strengthen and enhance through focused teaching of deeper features e.g. Content & Ideas. This text type may also tie into the term's integrated topic.</p>					
<p>Poetic Descriptive</p> <p>Expressive Personal Recounts</p>	<p>Poetic Descriptive</p> <p>Expressive Personal Recounts</p>	<p>Poetic Poems Descriptive</p> <p>Expressive Personal Recounts</p> <p>Transactional Report</p>	<p>Poetic Poems Descriptive</p> <p>Expressive Personal Recounts</p> <p>Transactional Procedural Report</p>	<p>Poetic Poems Descriptive</p> <p>Expressive Personal Recounts</p> <p>Transactional Procedural Explanation Report</p>	<p>Poetic Narrative Poems Descriptive</p> <p>Expressive Personal Recounts</p> <p>Transactional Procedural Explanation Report</p>

How to support and help at home

- Talk to your child about their writing and share it.
- Discuss new and interesting words they could use.
- Offer support to write for authentic purposes e.g. thank you cards, lists, emails.
- **ALWAYS BE INTERESTED AND SUPPORTIVE AS AN AUDIENCE.**

Maths in the Classroom



The NZ curriculum consists of 3 sections: Strategy, Knowledge and Strand.

Strategy is the process students use to solve problems involving numbers - how they work things out.

Knowledge is what the children know and can recall about numbers quickly.

Strand is to encourage the children to think mathematically through problem solving and to become confident and comfortable with applying the mathematics they are using.

Strategy creates new knowledge through use. **Knowledge** provides the foundation for strategies. It's important that students make progress in both

Strong knowledge is essential for students to broaden their strategies across a full range of numbers, and knowledge is often an essential prerequisite for the development of more advanced strategies.

Knowledge

Knowledge consists of 5 areas:

- Number identification
- Number sequence and order
- Grouping/Place Value
- Basic facts
- Written recording

Strand

- Number and algebra
- Geometry and Measurement
- Statistics - statistical investigations and probability

Strategy

Strategy in the NZ curriculum consists of a series of stages that children progress through as they develop their understanding of a range of strategies for solving number problems.

Stage 0-3: Counting from one - children can solve problems by counting from one, either using materials or in their head.

Stage 4: Advanced Counting - children can solve problems by counting in ones, or by skip counting, starting from numbers other than one.

Stage 5: Early Additive - children can solve simple problems by splitting up and adding together the numbers in their head.

Stage 6: Advanced Additive - children use a range of different methods to solve more challenging problems in their head.

Stage 7: Advanced Multiplicative - children use a range of different methods to solve multiplication and division problems in their head.

Stage 8: Advanced Proportional - children can solve complicated problems involving fractions, decimals and percentages using a combination of methods.

Maths

Juniors

Middles

Seniors

**Knowledge, Strategies,
Strand**

**Knowledge, Strategies,
Strand
Through authentic problem
solving contexts**

**Knowledge, Strategies,
Strand
Through authentic problem
solving contexts**

Materials used largely

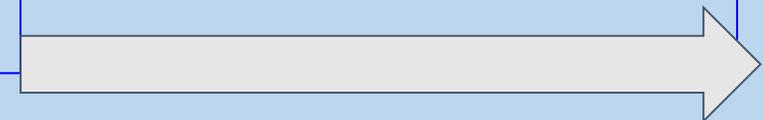
**Materials used as well as a
shift towards abstract
thinking**

**Shift in use of materials to
abstract thinking**

Building of number knowledge
Using materials to understand
strategies
Problem solving

Continued development of
students' knowledge base
which supports the
development of strategies
across a full range of
numbers, and through a
variety of authentic problem
solving contexts.

Strong knowledge is an
essential prerequisite for the
development of more
advanced strategies. to use
across a range of problem
solving contexts.



How to support at home

<https://nzmaths.co.nz/introductory-video>