AusVELs Learning Focus Statement:


Vocabulary Development:

- Six Writing Traits – Ideas (including planning)
- Question & Answer Relationships - Right There/Literal questions, Inferential questions/Read Between the Lines, On My Own/Evaluative, Critical questions/Whose voice is/isn’t represented?
- Autobiographies – Text Structure:

<table>
<thead>
<tr>
<th>Common Assessment Tasks</th>
<th>Assessment OF Learning</th>
<th>Assessment AS Learning</th>
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</thead>
<tbody>
<tr>
<td>Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.</td>
<td>Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.</td>
<td>Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.</td>
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Other Resources:

- Write Ways (Wing Jan)
- First Steps (WA Govt)
- Creating Writers Through 6-Trait Writing (Vicki Spandel.)
- Spelling K-8 (Snowball and Bolton)
- Teaching Phonics in Context (Hornsby and Wilson)
- Craft Lessons- Teaching Writing K-8 (Fletcher and Portalupi)
- How Writer’s Work (Ralph Fletcher)

Teaching and Learning Sequence

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<th>Writing</th>
<th>Spelling</th>
<th>Reading &amp; Viewing</th>
<th>Speaking &amp; Listening</th>
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<tr>
<td>• Personal Writing – Ideas (including planning)</td>
<td>• High Frequency Words</td>
<td>• Question &amp; Answer Relationships</td>
<td>• Class Meetings</td>
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<td>• Teacher directed - Autobiographies</td>
<td>• Phonetic, Visual &amp; Morphemic Patterns</td>
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<td>• Reading Aloud</td>
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<td>• Whole Class Discussions</td>
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<td>• Assembly MC &amp; Sports Reports</td>
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<td>• Reading and Viewing Texts</td>
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**Dimension:** Number and Algebra

**Focus:** Numeration.

**Length of Unit:** Three weeks (15 sessions)

**AusVels Learning Focus Statement:**

- **Level 4:** Recall multiplication facts up to 10 and related division facts
  - Investigate and use the properties of odd and even numbers
  - Recognise, represent and order numbers to at least tens of thousands
  - Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
  - Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9

- **Level 5:** Identify and describe factors and multiples of whole numbers and use them to solve problems
  - Use estimation and rounding to check the reasonableness of answers to calculations

- **Level 6:** Identify and describe properties of prime, composite, square and triangular numbers

- **Level 7:** Investigate index notation and represent whole numbers as products of powers of prime numbers
  - Investigate and use square roots of perfect square numbers

**Vocabulary Development:**
Establishing Prior Knowledge

Complete Booker numeration test A and complete spreadsheet for information.

A numeral is a symbol, or collection of symbols, that represents a number. The Hindu-Arabic numeral system we use was developed over thousands of years and has its roots in Babylonia. A key stage in its development was the introduction of zero by Indian mathematicians. This system allows us to represent very large numbers using a limited range of symbols. Understanding that there are different systems of numeration can help students to develop their understanding of the Hindu-Arabic system and of place value.

Common misconceptions

Zero as a place holder and the implication on the number
Renaming numbers

Common Assessment Tasks

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<tbody>
<tr>
<td>Booker Numeration Test A</td>
<td>Booker Numeration Test B</td>
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Other Resources:

Mathletics online program. Mathletics student books (available online with your Mathletics log in) for support and extension students.

http://www.mathplayground.com/math_manipulatives.html

http://www.brainpop.com/educators/community/bp-topic/
Who am I?

Throughlines:

Learning about and becoming ourselves
1. Each person is unique and there are many things that shape our identity as we change and grow.
2. We become increasingly resilient when we actively and positively manage ourselves and our responsibilities.
3. The way we see, think and feel about ourselves has an effect on the way we live, behave and relate to others.
4. We can take responsibility for our own physical, mental, social and emotional health and well-being, and contribute to that of others.

Learning about and living with others
1. We live in a diverse society, locally and globally, reflecting different beliefs and lifestyles. This provides opportunities and challenges.
2. The choices that we make affect ourselves and others.

AUSVELS:

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Understandings:

- Each individual is shaped by many factors.
- The way we see ourselves is not always the way others see us.
- We all have different qualities.
- People cope and express their feelings in different ways.
- We need to understand ourselves, why we feel the ways we do and why we react the ways we do.

Focus Question:

- Who am I?
**Contributing questions:**

- How did I become the person I am?
- What qualities do we value in ourselves and in others?
- How should we behave towards other people?

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<th>Key Concepts:</th>
<th>Cognitive Skills:</th>
<th>Interpersonal and Personal Skills:</th>
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<td>Identity</td>
<td>Identifying information needs,</td>
<td>Cooperating</td>
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<td>Self and other</td>
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<td>Sharing/Presenting</td>
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<td>Searching for and location key ideas,</td>
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<td>Building answers to questions,</td>
<td>Reflecting</td>
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<td>Classifying,</td>
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<td>Change</td>
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<td>Prejudice and judgement</td>
<td>Suggesting consequences,</td>
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<td>Comparing and contrasting,</td>
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<td>Representing information in a variety of ways,</td>
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<td>Reporting on the information gained and on the inquiry process.</td>
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