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This year, our 3-6 teachers have been implementing the new English and Mathematics Syllabus. The new curriculum gives students more time to focus on key concepts so they can acquire a deeper understanding of essential knowledge and skills. It ensures students develop strong foundations for learning as they prepare for life and work in a complex and fast-changing world.

The new syllabuses emphasise key concepts, identify essential knowledge and skills and include new outcomes to clearly show what is essential. To reflect the outcomes of the new English and Mathematics syllabuses, the language of the Semester 1 reports will change.

The new areas which will be reported on in Stage 3 English are as follows:

Oral language and communication:
Focuses on using speaking and listening skills to communicate with a wide range of audiences for differing social and learning purposes.

Vocabulary:
Focuses on extending knowledge and use of words through interacting, wide reading and writing, and by defining and analysing words.

Reading Comprehension:
Focusing on fluently reading and comprehending texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension.

Creating Written Texts:
Focuses on planning, creating and revising written texts for different purposes, using text features, correct grammar, punctuation and appropriate language for a particular audience

Spelling:
Focuses on automatically applying taught generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.

Handwriting:
Focuses on sustaining a legible, fluent and automatic handwriting style.

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Digital Transcription:
Focuses on selecting digital technologies to suit audience and purpose to create texts

Understanding and Responding to Literature:
Focuses on analysing how authors craft sentences and structure text in purposeful and effective ways, so these representations can then be effectively applied when creating texts.

At St Nicholas we have been navigating the new Mathematics curriculum using the Armidale Diocesan MaST program, which follows a Scope and Sequence of content, introducing areas of focus in a targeted manner throughout the school year to support and extend children's learning at various levels of development. As a result, not all of the NSW curriculum focus areas will appear on student reports in Semester 1.

Year 6 Focus Areas - Mathematics

<u>**Three-dimensional spatial structure**</u>
<u>**3D Objects**</u>
Visualises, sketches and constructs three-dimensional objects, including prisms and pyramids, making connections to two-dimensional representations
<u>3D objects: Construct prisms and pyramids</u>
- Create skeletal models of prisms and pyramids
- Construct three-dimensional models of prisms and pyramids, given drawings of different views

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<u>**Represents numbers**</u>
<u>**Whole Numbers:**</u>
Applies an understanding of place value and the role of zero to represent the properties of numbers
<u>Whole numbers: Locate and represent integers on a number line</u>
- Recognise the location of negative whole numbers in relation to zero and place them on a number line
- Use the term integers to describe positive and negative whole numbers and zero
- Interpret integers in everyday contexts
- Recognise that negative whole numbers can result from subtraction (Reasons about quantity)

<u>Decimals and percentages: Make connections between benchmark fractions, decimals and percentages</u>
- Recognise that the symbol % means percent and 100% is the whole amount
- Recall commonly used equivalent percentages, decimals and fractions including
- $\frac{1}{2}, \frac{1}{4}$, and $\frac{3}{4}$
- Represent common percentages of quantities and lengths as fractions and decimals
- Recognise that 10% is one-tenth of 100% and use this to find 10% of a quantity (Reasons about relations)

<u>Decimals and percentages: Determine percentage discounts of 10%, 25% and 50%</u>
- Equate 10% to dividing by 10, 25% to finding a quarter by dividing by 4, and 50% to finding half

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- Use mental strategies to estimate discounts of 10%, 25% and 50%
- Calculate the sale price of an item after a discount of 10%, 25% and 50%

Additive relations (addition & subtraction)
Selects and applies appropriate strategies to solve addition and subtraction problems
Choose and use efficient strategies to solve addition and subtraction problems

- Solve multistep word problems, including problems that require more than one operation
- Compare, evaluate and communicate strategies used to solve addition and subtraction problems

Applies known strategies to add and subtract decimals

- Model the addition and subtraction of decimals up to 3 decimal places using appropriate representations
- Solve word problems involving the addition and subtraction of decimals up to 3 decimal places
- Justify why the strategy used to solve addition and subtraction word problems is appropriate (Reasons about quantity)

Geometric measure
Position
Locates and describes points on a coordinate plane
Position: Use the 4 quadrants of the coordinate plane

- Plot and label points, given coordinates, in all 4 quadrants of the number plane
- Identify and record the coordinates of given points on the number plane in all 4 quadrants
- Describe changes to coordinates when a point is translated or reflected across an axis

Representing quantity fractions
Compares and orders fractions with denominators of 2, 3, 4, 5, 6, 8 and 10

Determines $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ of measures and quantities

Recognise that a fraction can represent a division

- Identify how the relationship between the number being divided and the divisor is represented in a fraction

Compare common fractions with related denominators

- Order common fractions with related denominators using diagrams and number lines
- Subdivide the area of a rectangle by both length and width to represent the multiplicative relationship between common fractions
- Compare and represent fractions with denominators of 2, 4 and 8; 3 and 6; 5 and 10 of a whole shape (area model) and a collection of objects (discrete model)
- Create equivalent fractions for half in quarters, eighths, sixths and tenths by re-dividing the whole, using diagrams and number lines
- Record equivalent fractions using diagrams, words and fraction notation

Build up to the whole from a given fractional part

- Generate the whole quantity from non-unit fractional parts such as quarters, eighths, thirds, sixths, fifths and tenths (Reversible reasoning)

Use equivalence to add and subtract fractional quantities

- Solve word problems involving adding or subtracting fractional quantities with related denominators
- Represent fractional quantities with the same or related denominators to add and subtract fractions (Reasons about relations)

Find fractional quantities of whole numbers (halves, quarters, fifths and tenths)
- Calculate quarters and fifths of whole numbers that are multiples of the denominator, using a tape diagram
- Solve word problems involving a fraction of a quantity
- Find $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}$ and $\frac{1}{10}$ of collections, expressing remainders as decimals

Data
Constructs graphs using many-to-one scales
Interprets data displays, including timelines and line graphs
Interpret and compare a range of data displays
- Interpret side-by-side column graphs for 2 categorical variables
- Interpret data on a timeline using the given scale
- Interpret and compare different displays in terms of the shape of the distribution, including the range and the most frequent value (mode)

Interpret data presented in digital media and elsewhere
- Interpret data representations found in digital media and in factual texts
- Identify sources of possible bias in representations of data in the media (Statistical reasoning)
- Identify misleading representations of data in the media

Non-spatial measure
Time
Measures and compares duration, using 12- and 24-hour time and am and pm notation
Time: Solve problems involving duration, using 12- and 24-hour time
- Use start and finish times to calculate the elapsed time of events
- Add and subtract time mentally using bridging strategies
- Round answers to time calculations to the nearest minute or hour
- Represent commonly used time intervals as decimals
- Solve a variety of problems involving duration, including where times are expressed in 12-hour and 24-hour notation