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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 2 English are as follows:

Oral Language and Communication:
Focuses on using speaking and listening skills to communicate with familiar audiences for social and learning purposes.

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

Reading Fluency:
Focuses on continuing to build and sustain independent reading with accuracy, automaticity, rate and expression that is suited to the purpose and audience.

Reading Comprehension:
Focuses on 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 selecting, appling and describing appropriate strategies when spelling in a range of contexts.

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Handwriting:
Focuses on forming legible joined letters to develop handwriting fluency.

Digital Transcription:
Focuses on using digital technologies and related functions/ elements to create texts.

Understanding and Responding to Literature:
Focuses on identifying and describing how ideas are represented in literature and strategically using similar representations when creating written 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 4 Focus Areas - Mathematics

<u>Geometric measure</u>
<u>Position</u>
Uses grid maps and directional language to locate positions and follow routes
<u>Position: Create and interpret grid maps</u>

- Create simple maps and plans from an aerial view, labelling grid references
- Identify and mark locations on maps and plans, given their grid references

<u>Position: Use directional language and describe routes with grid maps</u>

- Use a given grid map and compass directions (N, S, E, W) to plan, describe and show a route from one location to another
- Use natural resources or landmarks to identify north, south, east, west
- Relate compass directions to amounts of turn
- Describe a return journey between 2 locations on a grid map (Reasons about spatial orientation)

<u>Angles</u>
Identifies angles and classifies them by comparing to a right angle
<u>Angles: Compare angles to a right angle</u>

- Compare angles to a right angle using an informal means
- Recognise and describe angles as less than, equal to, about the same as or greater than a right angle
- Describe angles in comparison to quarter–turns as acute, right, obtuse, straight, reflex or a revolution
- Identify the arms and vertex of an angle where one arm is visible and the other arm is invisible

<u>Representing numbers using place value</u>

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Applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands
Whole numbers: Order numbers in the thousands

- Arrange numbers in the thousands in ascending and descending order
- Recognise and describe how rearranging digits changes the size of a number (Reasons about relations)
- Identify the nearest thousand, 10 thousand or 100 thousand to numbers

Whole numbers: Apply place value to partition, regroup and rename numbers up to 6 digits

- Name thousands using the place value grouping of ones, tens and hundreds of thousands
- Use place value to expand the number notation
- Partition numbers of up to 6 digits in non-standard forms

Whole numbers: Recognise and represent numbers that are 10, 100 or 1000 times as large

- Recognise the number of tens, hundreds or thousands in a number
- Describe how making a number 10, 100 or 1000 times as large changes the place value of digits

Additive relations B (addition and subtraction)
Selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers
Completes number sentences involving addition and subtraction by finding missing values
Partition, rearrange and regroup numbers to at least 1000 to solve additive problems

- Use quantity values and non-standard partitioning to solve addition and subtraction problems
- Model subtraction with and without regrouping and record the method used
- Use an algorithm with understanding to record addition and subtraction calculations, where efficient, involving 3-digit numbers
- Recognise how hundreds are exchanged in subtraction algorithms requiring regrouping
- Recognise when mental strategies would be more efficient than a vertical algorithm for subtraction (Reasons about relations)
- Solve subtraction questions with missing digits given the difference (Reasons about relations)

Complete number sentences involving additive relations to find unknown quantities

- Calculate missing numbers by completing number sentences involving addition and subtraction (Algebraic reasoning)
- Find the missing number in an equivalent number sentence involving operations of addition or subtraction on both sides of the equals sign (Algebraic reasoning)
- Create word problems that correspond to given addition and subtraction number sentences

Two-dimensional spatial structure
2D Shapes
Compares two-dimensional shapes and describes their features
2D shapes: Create two-dimensional shapes that result from combining and splitting common shapes

- Combine common two-dimensional shapes, including quadrilaterals, to form other common shapes or designs
- Split a given shape into 2 or more common shapes and describe the result
- Record the arrangements of common shapes used to create other shapes

Performs transformations by combining and splitting two-dimensional shapes
2D shapes: Create symmetrical patterns and shapes

- Create and record tessellating designs by reflecting, translating and rotating triangles or quadrilaterals
- Apply and describe amounts of rotation, including half-turns, quarter-turns and three-quarter-turns, when creating designs

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<u>**Multiplicative relations B (patterns & multiplication):**</u>
Represents and uses the structure of multiplicative relations to 10 × 10 to solve problems
Completes number sentences involving multiplication by finding missing values
<u>Investigate number sequences involving related multiples</u>
- Generate number patterns using related multiples
- Investigate number patterns involving related multiples

<u>Use known number facts and strategies</u>
- Apply the known strategy of doubling to connect multiples of 3 to 6 and 4 to 8 (Reasons about relations)
- Use known facts to find unknown multiples (Reasons about relations)

<u>Use number properties to find related multiplication facts</u>
- Use the commutative property of multiplication
- Use the associative property within multiplication to regroup the factors (Reasons about structure)
- Use flexible partitioning within multiplication (Reasons about relations)

<u>Operate with multiples of 10</u>
- Use multiplication facts with multiples of 10 to multiply a one-digit number by a multiple of 10
- Use place value to rename groups of 10 to multiply
- Apply the commutative and associative properties to multiply by multiples of 10