

Yarra Junction Primary School

School Number: 3216



YJPS CURRICULUM FRAMEWORK POLICY

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School Council President: Jessica Newell

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Responsible for Review	Principal/ /Curriculum Leaders

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Curriculum Framework

'The Junction Way'

Rationale:

Yarra Junction Primary School strives to provide students with an engaging curriculum that sparks curiosity, questioning, a desire for knowledge and attainment of skills.

Aims:

- To improve student learning across all subject areas and year levels.
- To promote developing the learning skills of our "Learning Links" to promote student voice and agency with learning.

Apply Best Effort

Multiple Approaches

Give, Receive, Apply Feedback

Curious Questioning

Implementation: (embedded practices)

- To utilise the Victorian Curriculum to inform our Scope and Sequences, Overviews and weekly planning documentation.
- To implement a gradual release teaching approach – I do, We do, You do as an instructional model for teaching and learning across all curriculum areas.
- To embed Department of Education and Training initiatives within our Annual Implementation Plan (e.g. FISO & HITS) to guide and inform best practice through engagement with: Professional Learning Communities, Professional Learning sessions and Professional literature.

Staff collaborate within teams in the development and implementation of curriculum overviews (Guaranteed and Viable Curriculum) and weekly planners. Yarra Junction Primary Schools Scope and Sequences informs these documents. Classroom Teams consist of; Foundation, Junior, Middle and Senior. Specialist Teams consist of; Physical Education, Visual Arts, Performing Arts and Culture and Science.

- Student achievements will be measured and reported to students, parents, DET and the wider community against Victorian Curriculum achievement levels each Semester.
- All staff will participate in the collection and analysis of student achievement data and have input into the school's decisions resulting from this interpretation. The School Council will provide adequate resources for curriculum implementation and Professional Development through the annual Program Budget.

Curriculum at Yarra Junction Primary School

The school provides a comprehensive curriculum with a strong value on all learning areas that encompass our school's curriculum. These curriculum areas include: Literacy (Reading/Writing/Spelling/Speaking & Listening), Numeracy, Information and

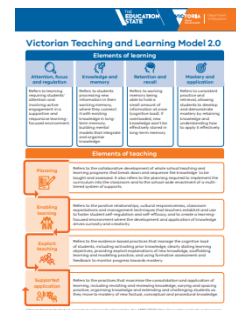
Communication Technology (ICT), Physical Education, Visual Arts, Performing Arts and Culture and Science. Culture and Science is based upon the Victorian Curriculum standards of Science (Biological, Earth and Space Sciences) with a core lens on Indigenous culture, knowledge, customs and understandings. Furthermore this subject includes our LOTE subject of the Woiwurrung language of the Wurundjeri people.

All students at Yarra Junction Primary School engage in Wellbeing lessons each week that are informed by the Resilience Project and Respectful Relationships.

Students from grade two to grade 6 are offered the opportunity to learn a musical instrument as an external (paid) service and all students have the opportunity to join the school choir.

Personal and social learning are addressed within these curriculum areas and supported by a range of camps and excursions, Wellbeing programs, our behaviour management approach (refer to Student Engagement and Inclusion policy) and embedded school values.

Yarra Junction's approach to teaching aligns with the Victorian Teaching and Learning Model 2.0.



Enrichment Programs:

(These programs are offered to students against individualised criteria)

- LEAP – Intervention/tutoring
- Wellbeing Coordinator sessions
- High Abilities (Visual and Performing Arts)
- 3-6 Inquiry/Learning Capability session (50 min per week)

The school is an active participant in inter-school sport competitions and internal/external sporting events (athletics and swimming carnivals, Aussie Sports etc).

Teaching and learning reflect our schools values of **Respect**, **Resilience**, **High Expectations** and **Collaboration**.

Teaching and Learning across all curriculum areas embraces the instructional model of gradual release.

I do – Explicit teaching

We do – Collaborative learning

You do – Independent practice.

Students' learning is individually catered for by data driven planning where students have different entry and exit points of learning within the classroom. Both formative and summative data informs planning.

The "LEAP" intervention program provides small group focused and targeted learning. The intervention program is focused on establishing foundation skills, consolidating skills and extending skills. Students are recommended by classroom teachers for the program informed by student data. The Principal and Intervention Leader approves each recommendation.

The "Tutor" program provides small group focused and targeted learning in Numeracy. Tutor sessions are facilitated within the classroom using teachers' scaffolded planning. Students are identified for this learning support through data analysis.

Yarra Junction Primary School has a **School Improvement Team (SIT)** which comprises the Principal, Numeracy and Literacy Learning Specialist, Wellbeing and Inclusion Learning Specialist and Junior, Middle and Senior Curriculum Leaders. Wellbeing and Inclusion Coordinator, High Abilities and ICT Leader are invited to attend SIT as per agenda. The SIT meets fortnightly where goals/actions from the school's AIP are reviewed/set. The core focus of the School Improvement Team's work is to monitor the AIP and implement Key Improvement Strategies through an inquiry cycle process to promote attainment of AIP goals. SIT uses the inquiry cycle to monitor, embed and develop our documents, promote effective teaching practices and to inform Professional learning required to promote student outcomes. The Curriculum Leaders focus on one area of the curriculum per term.

The Numeracy and Literacy Learning Specialists work includes leading professional learning, supporting a data drive and implementing/monitoring/evaluating tweaks to practice/documentation.

There is an integration of long-term planning around fiscal management, workforce planning and school structures. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives. Promoting staff leadership skills through roles and responsibilities that include leadership roles is part of a vision to create a workforce of leaders.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. This documentation includes the creation of termly planning overviews and weekly planning documents.

Data is analysed at weekly planning meetings and through Professional Learning Communities (PLCs) to inform weekly curriculum planning, observation focus and assessment.

Assessment at YJPS includes: Interim assessments, Essential Assessment for Numeracy and Reading, Jolly Phonics assessment (reading and dictated), Fountas and Pinnell, Moderated Writing (termly), Single Word Spelling Test (SWST) and an array of formative assessments - checklists/observations etc. In addition to the above assessments, data analysed from NAPLAN and school performance data, including: student, staff and parent surveys informs Annual Implementation Plan goals.

For further information about the Victorian Curriculum:

<https://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/Pages/default.aspx>

Literacy at Yarra Junction Primary School

P-6

I do – Explicit lesson (LI & SC set within planner)

We do – Collaborative, group work towards LI

You do – Working independently on LI

Writing Planning informed by:

- Writing Process
- Writing Assessment data (Moderated Writing data across ACARA components, Writing Interims P-4)
- ACARA components
- Seven Steps to Writing Success
- Victorian Curriculum Standards
- YJPS Writing Scope and Sequence
- English Online Testing (Prep and Grade 1)

Reading Planning informed by:

- Reading Assessment(s) data
- Diablos Prep
- MAZE Acadience data (grade 3-6)
- Acadience Oral Reading Fluency data
- Victorian Curriculum Standards
- YJPS Reading Scope and Sequence
- Jolly Phonic reading assessment (sounds and tricky words)
- Big 6 (Science of Reading)
- English Online Testing (Prep and Grade 1)

Spelling Planning informed by:

- Jolly Phonic Scope and Sequence
- Jolly Phonic dictated assessment data (sounds and tricky words)
- Moderated Writing data
- Spelling Strategies (Jigsaw- Phonology, Orthography, Morphology and Etymology)
- Victorian Curriculum Standards



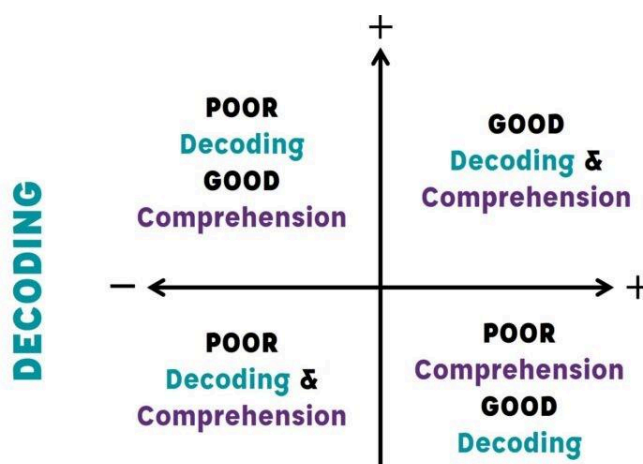
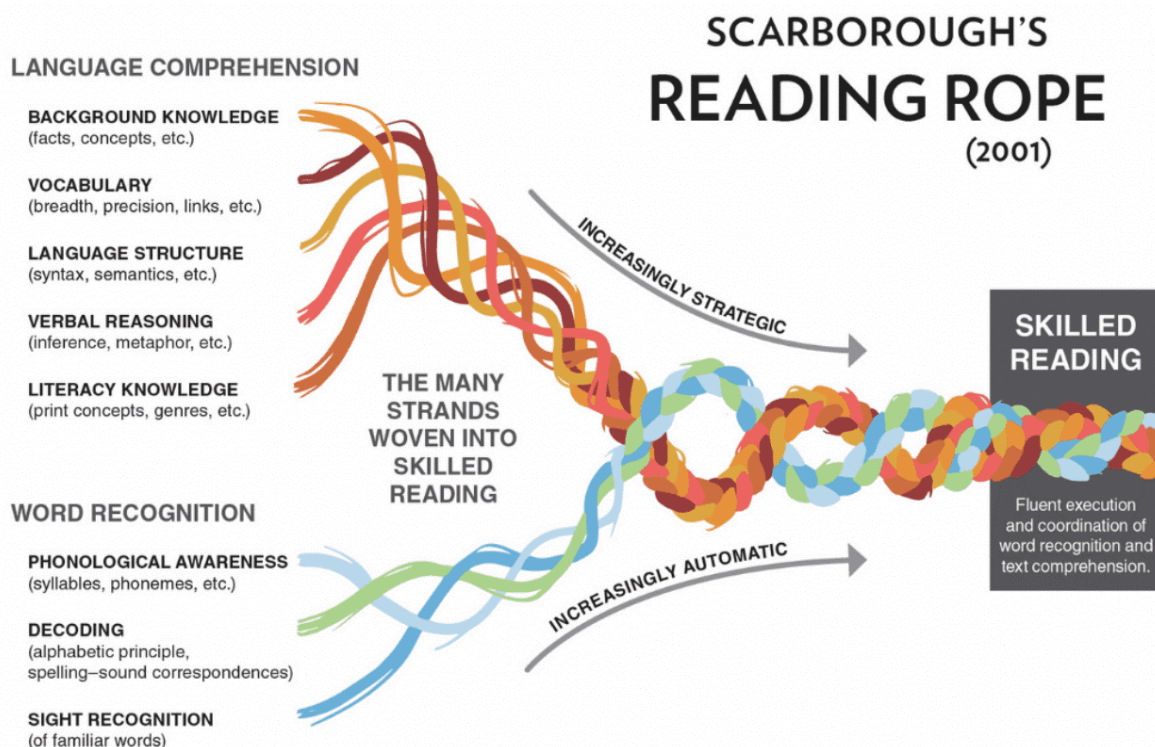
Science of Reading (Big 6)

Reading is a multifaceted skill, gradually acquired over years of instruction and practice (Scarborough's Reading Rope 2001). Skilled readers display fluent execution and coordination of word recognition and text comprehension. Language comprehension becomes increasingly strategic as readers acquire more skills and word recognition becomes increasingly automatic. As explained by the Simple View of Reading, learning to read requires two overarching abilities – correctly identifying words (decoding) and understanding

their meaning (comprehension). Acquisition of these two broad abilities requires the development of more specific skills. An extensive body of research on reading instruction shows that there are five essential skills for reading and that a high quality literacy program should include all five components. These five components need to be explicitly taught, in addition to providing a strong foundation in oral language and a knowledge-rich curriculum.

Five essential skills for reading:

1. Phonemic Awareness: The ability to identify and manipulate the distinct individual sounds in spoken words
2. Phonics: The ability to decode words using knowledge of letter-sound relationships
3. Fluency: Reading with accuracy, speed and expression.
4. Vocabulary: Knowing the meaning of a wide variety of words and the structure of written language. Core knowledge units.
5. Comprehension: Understanding the meaning and intent of the text



Prep Literacy Workshop

All literacy teaching and learning follows the I Do (Learning Intention and Success Criteria plus explicit teaching/mini lesson), We Do (collaborative practice of the skill), You Do (Independent practice and reading groups (during reading lessons only)).

Weekly Writing Overview:

Lesson 1: Recount ACARA focus

Lesson 2: Golden Sentence

Lesson 3: Genre focus

Lesson 4: Genre focus

Lesson 5: Genre focus

Weekly Reading Overview:

Lesson 1: Big Brain Words/Vocabulary/Background knowledge

Lesson 2: Phonological awareness/Verbal reasoning

Lesson 3: Language Structures/Decoding

Lesson 4: Literacy knowledge

Lesson 5: Reading Strategy (decoding/fluency/phrasing)

*Literacy groups in Prep begin halfway into term 1. Groups are informed by decodable reader assessment data. Literacy groups include a guided reading session with the teacher.

Weekly Spelling/Jolly Phonics Overview:

Jolly Phonics lesson in Prep are informed by:

- The Jolly Phonics program
- Jolly Phonics Assessment and modified YJ Jolly Phonics dictated assessment.
- Each lesson Jolly phonics program is used to review sounds.



Lesson 1: Introduction of a new Jolly Phonic sound including dictation words based.

Lesson 2: Introduction of a new Jolly Phonic sound including dictation words based.

Lesson 3: Introduction of a new Jolly Phonic sound including dictation words based.

Lesson 4: Introduction of a new Jolly Phonic sound including dictation words based.

Lesson 5: Revise the four sounds learnt in the week and tricky word (s) including dictation sentence based.

From Week 7 Term 1 Lessons 2-5: embed tricky word focus for the week.

Junior School Literacy

All literacy teaching and learning follows the I Do (Learning Intention and Success Criteria plus explicit teaching/mini lesson), We Do (collaborative practice of the skill), You Do (Independent practice and reading groups (during reading lessons only)).

Grade 1 and 2

Weekly Writing Overview:

- Each Writing lesson begins with guided handwriting, modelled by the teacher with a focus on a letter.

Lesson 1: Write to learn grammar focus. Golden Writing plus Visual Literacy. A picture prompt is used to generate ideas for students to develop their own golden writing. This is based on Write to learn program from PHORMES

Lesson 2 - 5: Genre focused lessons.

- Term 1 focus: Recount and Information Report
- Term 2 focus: Narrative Writing
- Term 3 focus: Narrative, Poetry and Procedural
- Term 4 focus: Persuasive and Letter Writing

For detailed information regarding the gradual release model in Junior School writing teaching and learning, see previous [Writing Overview](#).

Grade 1 and 2

Weekly Reading Overview:

- Each Reading lesson begins with explicit instruction, followed by We Do and then independent practice through reading rotations (

Lesson 1: Text immersion (Genre focus). Mentor text for the week, focus on structure of genre, predicting, text orientation. Core Knowledge unit.

Lesson 2: Big Brain Words (vocabulary and knowledge). Weekly mentor text is used to introduce a vocabulary word to focus on for the week. Teacher models context and exploration of the word. Students use the word in a sentence, draw a picture and write synonyms. Core Knowledge unit.

Lesson 3: Fluency Pairs. Teacher choral reads a passage, students then read in pairs for 4 1 minute blocks. Students and teachers provide feedback based on fluency anchor chart. Core Knowledge unit.

Lesson 4- 5: Reading strategies are taught as per data following gradual release model. (Fluency, inferring, making predictions, questioning, making connections, background knowledge, phonological awareness, sequencing)Core knowledge unit.

- Weekly reading lessons planned have a lens on the Big 6 of Reading (Science of Reading)

For detailed information regarding the gradual release model in Junior School reading teaching and learning, see previous [Reading Overview](#).

Grade 1 and 2

Weekly Spelling Overview: Based on UFLi program.

Each Spelling lesson begins with explicit instruction, followed by We Do and then fluency pairs.

Lesson 1-4 Based on UFLi program.

Lesson 5: Individual spelling words practise and testing based on tricky words and the UFLi program.

For detailed information regarding the gradual release model in Junior School reading teaching and learning, see previous [Spelling Overview](#).

Middle School Literacy

Grade 3 and 4

All literacy teaching and learning follows the I Do (Learning Intention and Success Criteria plus explicit teaching/mini lesson), We Do (collaborative practice of the skill), You Do (Independent practice and reading groups (during reading lessons only)).

Reading

Lesson 1 - Novel Study

Lesson 2 - Novel Study

Lesson 3 - Novel Study - knowledge building

Lesson 4 - Lesson based on a curriculum standard not explicitly taught through novel study or book club lessons.

Lesson 5 & 6 - Book Club

Novel Study

Each term, students engage in a novel study. Each lesson begins with this book being read to them by the teacher, with students tracking along with their own copy of the book. During and after reading, students engage in a discussion about what they have read. Students are then guided through a powerpoint presentation that teaches them 2-3 new vocabulary words. An independent task is completed at the end of this lesson, focusing on applying the new words they have learnt about. A third lesson is then taught with a focus on building student's background knowledge of the bigger themes and topics within the text.

Book Club

Each term, students read a different novel (at their level) and answer comprehension questions based on the text. They are taught how to answer questions correctly and how to engage in a discussion about the text with their peers. Each session a different group reads with the teacher and is explicitly taught how to answer the questions. They engage in book club lessons twice a week.

For detailed information regarding the gradual release model in Middle School writing teaching and learning, see previous [W 34 Reading Overview T2 2025](#) .

Writing

Term 1 focus: Persuasive writing

Term 2 focus: Narrative Writing

Term 3 focus: Informational and procedural writing

Term 4 focus: Narrative writing and poetry

Lesson 1: Grammar / sentence structure

Lesson 2: Genre based writing

Lesson 3: Genre based writing

Lesson 4: Genre based writing

Lesson 5: Daily review (20mins) and VCOP (30mins)

For detailed information regarding the gradual release model in Middle School writing teaching and learning, see previous [W 34 Writing Overview T2 * 2025.docx](#)

Grade 3 and 4

Weekly Spelling Overview:

Lesson 1 - Daily Review

Lesson 2 - Sound/ Spelling Rule/Morphology

Lesson 3 - Sound/ Spelling Rule/Morphology

Lesson 4 - Sound/ Spelling Rule/Morphology

Each spelling lesson begins with fluency pairs. Fluency passages are based on the vocabulary students are learning through their class novel study, based on non-fiction topics aimed at increasing their background knowledge in relation to the class novel study and on prior spelling rules and/or sounds students have previously learnt in the term.

Following this, students complete daily handwriting before beginning the explicit component of the lesson.

For detailed information regarding the gradual release model in Middle School spelling teaching and learning, see previous [W 34 Spelling Overview T2 2025 \(1\).docx](#)

Senior School Literacy

Grade 5 and 6

Weekly Writing Overview:

- Each Writing lesson begins with a skill modelled by the teacher (I Do followed by We Do and then You Do independent practice)

Lesson 1: Grammar or Sentence Structure focus - informed by student data and Victorian Curriculum Standards.

Lesson 2 - 4: Explicit lesson with a genre focus (Use of Seven Steps)

Lesson 5: Application of skills taught during the week in reference to termly writing genre focus. (Term 1- Persuasive, Term 2- Narrative and Poetry, Term 3- Specific Narrative genre (odd- gothic fiction, even- historical fiction, Term 4- Informative)

For detailed information regarding the gradual release model in Senior School writing teaching and learning, see previous [Writing Overview](#).

Mentor Sentence

Weekly Structure- first 5 mins of the day on Mon, Tues, Wed or Thurs

Mon- Monday musings- students annotate the mentor sentence (grammar or sentence structure focus of week's Literacy skills lessons)

Tues- Terrific Tuesday- students write their own sentence using the weekly focus skill

Wed or Thurs (specialist dependent)- Work it Wednesday Students swap sentences from Tuesday with a partner. They annotate their partner's sentence. Once they receive the sentence back, students rewrite their own sentence to improve structure/use of weekly skill.

Grade 5 and 6

Weekly Reading Overview:

- Each Reading lesson begins with explicit instruction, followed by We Do and then independent practice.
- **Bookclub:** In terms 1 and 3, grouped book clubs are undertaken where students read an allocated chapters per week (one lesson is Literature Circle discussion roles) (complete role independently and then meet with the group and the second weekly bookclub session is where students complete comprehension questions). Teacher holds a guided reading session with one group per each of the two book club lessons.
- In term 1 a novel study takes place where the teacher reads aloud and students track. The lesson involves the read aloud, discussion, focus teaching, points/comprehension and vocabulary focus. The text links to the focus in writing.
- Supplementary reading lessons occur once weekly to delve deeper into the knowledge component of the focus text.
- Term 2 and 4: Whole class book club. Teacher reads, students track, discussion is held, and students respond to questions. Odd- Hatchet and Once, Even- Lion and Detention.

Lesson 1: Term 1 and 3: Novel Study- Vic Curriculum teaching points in reference to the text,

Term 2:Skills - Victorian Curriculum focus (same weekly focus)

Lesson 2: Bookclub

Lesson 3: Supplementary reading lesson- Core Knowledge unit in reference to Novel Study text

Lesson 4: Term 1 and 3: Novel Study - Vic Curriculum teaching points in reference to the text,

Term 2:Skills - Victorian Curriculum focus (same weekly focus)

Lesson 5: Bookclub

For detailed information regarding the gradual release model in Senior School reading teaching and learning, see previous [Reading Overview](#).

Grade 5 and 6

Weekly Spelling Overview:

Lesson 1 Monday

Fluency passage- with focus words. Teacher read aloud first.

Handwriting- using focus words

5 minute review of past week's/term's words

- Orthography- (explicitly weekly teach spelling rule, create word lists, student independent practice)

I do: Explicit teaching of rule or sound including brainstorming words that fit the rule. Student note taking. Brainstorm non examples.

We do: Hand out word lists, glue them in. Instruct who is using list 1 and list 2. Teacher instructs students to write each of the words in their spelling book and highlight/underline focus

sound/rule.

You do: After this, instruct students to spell each word on whiteboards

Lesson 2 Tuesday

Fluency passage- with focus words

Handwriting'

5 minute review of past week's/term's words

- Orthography- (explicitly teach weekly spelling rule, use same word lists, student independent practice)

I do: review spelling rule or sound

We do: fill out the blank in the sentence. The teacher puts focus words on the board, reads out the sentence and students write the correct word on their board.

Students to test each other using their word list.

You do: write out each word in list within a sentence

Lesson 3 Thursday

Fluency passage- with focus words

Handwriting-

5 minute review of past week's/term's words

Orthography- (explicitly teach weekly spelling rule, create word lists, student independent practice)

I do: Review spelling rule or sound

We do: test students with words on whiteboards (word lists). Students complete teacher instructed **dictation. Correct as a class.**

You do: editing passage from PLD. Correct as a class.

Lesson 4 Friday- Morphology- Prefix and Suffix + vocabulary- Ochre

You do- use a weekly list of spelling words for the week. What words can have the prefix or suffix applied?

Lesson Structure

Fluency Pairs (10mins) Exposure of words following the week's spelling rule/sound

Handwriting (10mins) - use focus words

Review of past week's/term's words (5mins)

Spelling Lesson (25mins) Planner- I Do, We do, You Do

For detailed information regarding the gradual release model in Senior School reading teaching and learning, see previous [Spelling Overview](#).

Independent Reading at YJPS

We value the importance of Independent Reading at YJPS. Independent Reading forms part of our Instructional Model in English. For an allocated time frame per cohort, students are expected to independently read a combination of texts including levelled books from YJPS's reader collection, books from home, classroom or school Library and decodable readers.

The role of the student during Independent Reading time can include:

- Selecting a 'Just Right' book that engages their interest.
- Selecting a variety of text types.
- Recording or verbalising their thinking (pause and ponder)
- Reading for a sustained period of time independently or with the teacher or Education Support staff where required.

Numeracy at YJPS

I Do: Explicitly explain and teach students standard/concept. When explaining, provide visuals where required. When explaining, demonstrate concepts on the board, don't just explain, provide both visual and auditory for learners. If you want students to be using manipulatives (eg. number line, counters, charts) in We Do or You Do, model with these during the I do phase. At the end of the I Do phase teachers may CFU. This could also be done during the We Do phase also.

We Do: During the We Do phase the teacher may choose to do 1 or more of the following:

- ask questions to students about the learning and get them to verbally explain their thinking to CFU.
- get students to write their response to questions on whiteboards to CFU.
- students work through a task in groups or pairs about the concept taught in I Do.
- students work through a task independently by sitting next to someone who they can ask questions to when misunderstanding arises in their work.
- students to answer a teacher question and show their thinking using manipulatives or hands on materials.

You Do: Students work independently on a given task. This is usually done quietly with voices off.

Prep, Grade 1 and Grade 2

Maths Double Lessons – Total time: 100 minutes - 3 days a week

Whole Class (30mins)

Time	Activity
5 minutes	Maths Warm Up – counting practice or place value activity or Number of Day
15 minutes	Daily Review – Ochre Daily Reviews or self-made.
5 minutes	Vocabulary Brainstorm/discussion on the days topic/area of focus

Groups (66 mins)

Time	Green (Low)	Orange (Middle)	Red (High)
22 Minutes	I Do	You Do	We Do
22 Minutes	We Do	I Do	You Do
22 Minutes	You Do	We Do	I Do

Whole Class Reflection (4mins)

Time	Activity
4 mins	Reflection of Learning/Numeracy Beliefs

If an 'I do' lesson finishes early, use the time to roam amongst mathematicians (students) and check in with progress. You may find that you need to reteach a concept to some students if they are not demonstrating understanding in their 'We do' or 'You do'.

Please allow time for student movement in each of the 'I do' sessions.

Grade 3 and 4

Maths Double Lessons – Total time: 100 minutes - 3 days a week

Whole Class (30mins)

Time	Activity
15 minutes	Daily Review - Ochre Daily Reviews or self-made x 2 days
5 minutes	Vocabulary Brainstorm/discussion on the days topic/area of focus

Groups (66 mins)

Time	Green (Low)	Orange (Middle)	Red (High)
22 minutes	I Do (12 mins) / Teacher Check In & Feedback (10 mins)	You Do	We Do

22 minutes	We Do	I Do (12 mins) / Teacher Check In & Feedback (10 mins)	You Do
22 minutes	You Do	We Do	I Do (12 mins) / Teacher Check In & Feedback (10 mins)

Whole Class Reflection (4mins)

Time	Activity
4 minutes	Reflection of Learning/Numeracy Beliefs

If an 'I do' lesson finishes early, use the time to roam amongst mathematicians (students) and check in with progress. You may find that you need to reteach a concept to some students if they are not demonstrating understanding in their 'We do' or 'You do'.

Please allow time for student movement in each of the 'I do' sessions.

Grade 5 and 6

Maths Double Lessons – Total time: 100 minutes - 3 days a week

Whole Class (25mins)

Time	Activity
5 minutes	Times Tables (whole class does the same one so can complete in 3 mins and correct together and collect scores in this time frame.)
15 minutes	Daily Review - Ochre Daily Reviews or self-made
5 minutes	Vocabulary Brainstorm/discussion on the days topic/area of focus

Groups (72 mins)

Time	Green (Low)	Blue (Middle)	Black
24 minutes	I Do	You Do	We Do
24 minutes	We Do	I Do	You Do

24 minutes	You Do	We Do	I Do
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Whole Class Reflection (3mins)

Time	Activity
3 minutes	Verbal reflection of Learning/Numeracy Beliefs

If an 'I do' lesson finishes early, use the time to roam amongst mathematicians (students) and check in with progress. You may find that you need to reteach a concept to some students if they are not demonstrating understanding in their 'We do' or 'You do'.

Please allow time for student movement in each of the 'I do' sessions.

Numeracy Planning and Teaching Notes

- First Week of school each area of the school is to explicitly teach/run through the YJ Numeracy Beliefs, these beliefs are embedded in our teaching.
- Whole class Numeracy sessions are ok at times when required. Maybe to culminate a unit of study or if there is something that a whole class needs to practise.
- Whole class lessons to be implemented at the end of a teaching and learning unit. These lessons are intended to include real world learning, hands on and collaborative activities.
- Groups should not be planned to a standard. Pre-test data must be used. Eg. In a grade 5/6 classroom the groups aren't 5.0, 6.0 and 7.0. The green group isn't always doing 5.0 standards. They may need to do a range of 4.0, 5.0 and 6.0 standards to make sure they have the base understanding and also the opportunity to be extended. The groups should be referred to as Low, Middle and High. If a student is in the Low group, it doesn't necessarily mean they are a low performing student, it just means they are doing the lower of the range of standards.
- Worked examples must be in the 'I do'.
- The Numeracy proficiencies must be considered when writing out the 'I do'.
- Guiding questions must be included in the 'I do'.
- Vocabulary to use whilst teaching must be included in the 'I do'.

Numeracy Planners (Linked to Google Drive)

Junior School and Middle School Planners

Green <https://docs.google.com/document/d/18yAcGjPe0y0ijdMPYy5ndzZiKBuWdSZe/edit>

Orange https://docs.google.com/document/d/1_fe0b6gd42GgcXr1a4X2hFMNG1erVlg-/edit

Red https://docs.google.com/document/d/1IU_dH5TqaQ6etNSpvfXaula7x8rb-dDO/edit

Senior School Planners

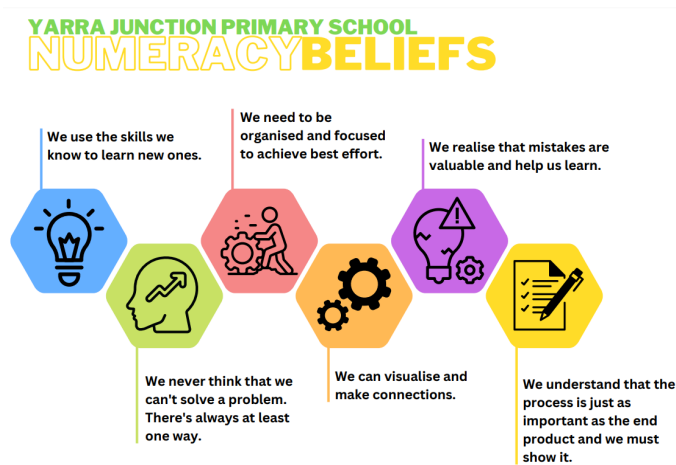
Green https://docs.google.com/document/d/1qU_Oxz2WY5rYmo4-ndcn4Jh1UTK2K_hn/edit

Blue https://docs.google.com/document/d/16Lg4slXYfoTO_AMeuolxm5Zl3Lt0nJ10/edit

Black <https://docs.google.com/document/d/1-0kwLLcCTNAsrxY161bfXqser2e0J6sp/edit>

Numeracy Lessons are informed and resourced by:

- Victorian Curriculum Standards for Numeracy
- YJPS Numeracy Beliefs (see image below):
 - Junior - language based
 - Middle - language based & explicit application
 - Senior - explicit application
- 'Essential Assessment' data (pre and post tests, General all)
- Pre-tests and exit slips
- YJPS Numeracy Interim Assessments
- YJPS Numeracy Scope and Sequence



Speaking and Listening at YJPS

At YJPS Speaking and Listening standards are embedded into the teaching and learning across the curriculum.

Embedded into Speaking and Listening is 'Feedback'. Feedback at YJPS is centred on students' academic and social/emotional learning (refer below to Feedback elaboration).

Prep

In Prep, Speaking and Listening involves:

- Oral sentence formation in Writing lessons
- Oral reciting of Jolly Phonics sounds through song
- Oral presentation during Show and Tell and Big Show and Tell (Term 2 and 4)
- Verbal numeracy reflections based on Numeracy Beliefs

Grade 1 and 2

In Grade 1 and 2, Speaking and Listening involves:

- Termly Speaking and Listening assessment
- Oral presentation of Big Show and Tell (Term 2 and 4)
- Speaking and Listening is embedded during reading lessons (guided reading) and writing lessons (when presenting writing pieces and providing feedback to another peer using two stars and a wish)
- Verbal numeracy reflections based on Numeracy Beliefs

Grade 3 and 4

In Grade 3 and 4, Speaking and Listening involves:

- Termly Speaking and Listening assessment (Presentation of homework projects (even terms) and specific assessments from S&L assessment bank (odd terms))
- Verbal numeracy reflections based on Numeracy Beliefs
- Author's chair (anecdotal/observations notes)

Grade 5 and 6

In Grade 5 and 6, Speaking and Listening involves:

- Termly Speaking and Listening assessment (Flight Day (even year)/Early Explorers presentation (odd year). Homework projects in other terms throughout the year that culminate in a speech.
- Planned lessons in Writing where students learn to prepare and present a speech on their chosen topic.
- Speaking and Listening is embedded in reading lessons (guided reading) and in bookclub during small group (Literature Circle Discussions) and whole class discussions.
- Speaking and Listening is embedded in writing (student to peer sharing of writing and feedback) (sharing of writing to the whole class).
- Verbal numeracy reflections based on Numeracy Beliefs

Speaking and Listening in Specialist Subjects

Visual Arts

Students listen to instructions during the 'I Do' instructional part of the lesson. Students engage in asking and answering questions in relation to new information (eg: Olympics unit/learning about countries and flags). Students present their art work and listen to feedback from teachers and peers. Students participate in 'gallery walk' where they are presenting their art work to the class. There is continual discussion of processes in each lesson, involving questions, answers, discussions, feedback and reflections.

Culture and Science

Students have the opportunity daily, to have discussion to elicit students' prior knowledge of the content. Students regularly present to each other about new knowledge and share their understanding of the curriculum. Students verbalise their knowledge of the Woiwurrung

language with the support language cards and picture prompts. Students are expected to be active listeners and participants in topic based discussions.

Performing Arts

In Performing Arts, students participate in weekly speaking and listening activities through the use of targeted questioning, turn and talk brainstorming, collaborative planning and the sharing of whole class generated ideas. Every week, students perform in front of the class with an expectation that context-driven dialogue will be included. Students describe and discuss similarities and differences between the performances they create, and students are asked to analyse and explain the meaning behind the performances they are watching. Students are expected to be respectful, active listeners, who react honestly and emotionally to the performances of others through constructive feedback.

Physical Education

In Physical Education, sessions begin with an instructional demonstration as part of the “I do” stage where the activity or action is modelled by the teacher. Verbal instructions are paired with physical demonstrations. Students signal and gesture using body language to show they would like to talk by raising their hand. This ensures that they are giving their full attention to the speaker, and it allows one person to speak at a time. Students are encouraged to ask questions and share their thoughts while actively listening. Students have the opportunity to express their prior knowledge and at the conclusion of the session, the circle is opened up for group discussion and reflection.

Feedback

Feedback helps us move forward in our learning. Feedback makes us think.

Feedback is given to students by teachers, students to students and students to teachers.

Opportunities for feedback are embedded throughout all lessons with specific reflection/feedback time at the conclusion of lessons.

Prep

In Prep, Feedback involves:

- Teacher driven reflection and feedback at the end of each lesson.
- Feedback through Numeracy Belief language and student sharing.

Grade 1 and 2

In Grade 1 and 2, Feedback involves:

- Teacher driven reflection and feedback at the end of each lesson.

- Feedback through Numeracy Belief language and student sharing.
- Two stars and a wish in Writing.
- Punctuation stamps and writing checklist stamps during writing lessons (teacher to student)
- Teacher stamps for completed and checked work.
- Emotional check in wall using the Zones of Regulation colours conducted at the start of the day and in the transition to the grade from break times. This process allows visual feedback from student to teacher.
- Verbal affirmation of tools the student is using to support their learning. 'I've noticed you've....'
- Feedback to students during Numeracy Daily Review.

Grade 3 and 4

In Grade 3 and 4, Feedback involves:

- Teacher driven reflection and feedback at the end of each lesson.
- Feedback through , teacher check ins during maths, Numeracy Belief language and student sharing.
- Use TAG (tell something you like, ask a question, give a compliment) during writing reflection.
- Teacher feedback given to students on handwriting during spelling
- Teacher feedback given to students during writing conferences
- Feedback given during guided reading sessions

Grade 5 and 6

In Grade 5 and 6, Feedback involves:

- Teacher driven reflection and feedback at the end of each lesson.
- Feedback through Numeracy Belief language and student sharing.
- Feedback to students during their sharing of ideas during class discussion.
- Peer to peer feedback during class discussion (affirming/challenging peer ideas and adding to the discussion).
- Writing conferences (student to teacher (sharing something the student is proud of) and teacher to student)
- Traffic light system for feedback on book work/ level of understanding.
- Verbal feedback after Acadience reading and book club guided reading sessions.
- Feedback to students during Numeracy Daily Review.
- Feedback to students during Numeracy rotations.
- Student sharing of writing to a peer or whole class. Feedback is provided in pairs and during the whole class discussion.
- Teacher to student feedback on book work presentation to maintain high standards.
- Teacher feedback to students during class discussions to affirm their ideas.

Information Communication Technology

Structure

I do – Explicit lesson (LI &SC set within planner)

We do – Collaborative, group work towards LI

You do – Working independently on LI

ICT Lessons are informed and resourced by:

- Victorian Curriculum Standards for Information technology
- YJPS ICT Scope and Sequence

Wellbeing, Values, Learning Links Lessons

Wellbeing Lessons are informed and resourced by:

● **YJPS Values**

Respect
Resilience
High Expectations
Collaboration

● **YJPS Learning Links**

Apply Best Effort
Multiple Approaches
Give, Receive, Apply
Feedback
Curious Questioning

- Respectful Relationships
- The Resilience Project
- Wellbeing Scope and Sequence
- PULSE data (Compass)

Please see 2024 [Wellbeing Scope and Sequence](#) documentation for each cohort.

Respectful Relationships

At YJPS, we implement *The Respectful Relationships* initiative to teach children how to build healthy relationships, resilience and confidence. The Respectful Relationships program supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships.

Respectful Relationships acknowledges that children of any age have challenges to overcome, teaching social and emotional skills appropriate to their age and level of maturity.

In the Classroom

The Resilience, Rights & Respectful Relationships resources cover eight topics for each year level. We plan lessons and activities that help students learn and practise social skills and apply them in a positive way to learning, life and relationships.

- Topic 1: Emotional Literacy
- Topic 2: Personal Strengths
- Topic 3: Positive Coping
- Topic 4: Problem Solving
- Topic 5: Stress Management
- Topic 6: Help-Seeking
- Topic 7: Identity
- Topic 8: Positive Relationships



Resilience Project

The Resilience Project delivers emotionally engaging programs to schools, sports clubs and businesses, providing practical, evidence-based mental health strategies to build resilience and happiness. Through presentations, school curriculum, events, the TRP App, and Wellbeing Journals, we share the benefits of **Gratitude**, **Empathy** and **Mindfulness**, and easy ways to practise these in everyday life. We also incorporate **Emotional Literacy**, **Connection** and Physical Health education and activities as they are foundational contributors to positive mental health.

Click the [Resilience Project](#) to go to the hub for lessons.

Expected lessons

At YJPS each classroom is expected to teach 50 mins of wellbeing a week. It is expected that cohorts run lessons 70% of the term. E.g. in a 10 week term 7 Wellbeing lessons are run. These lessons are either lessons created for the cohort by the Wellbeing team or lessons from The Resilience Project.

Lessons from the Resilience Project are to be picked to suit points of need in the year levels.

Excursions/Incursions

Each term there are expected incursions to support the wellbeing of students. Attached are the current incursions.

Even year	<u>Foundation</u>	<u>Grade 1-2</u>	<u>Grades 3-4</u>	<u>Grades 5-6</u>
<u>Term 1</u>	RACV Road Safety	RACV Road Safety	RACV Road Safety	Camp
<u>Term 2</u>			Family Life Puberty	Family Life Puberty
<u>Term 3</u>	Excursion with 1/2's	Excursion/Camp	Camp	Project Rockit
<u>Term 4</u>	First Aid In schools	First Aid In schools	First Aid In schools	First Aid In schools
	Pet Safety	Pet Safety	Think You Know	Think You Know

ODD YEAR	<u>Foundation</u>	<u>Grade 1-2</u>	<u>Grades 3-4</u>	<u>Grades 5-6</u>
<u>Term 1</u>	RACV Road Safety	RACV Road Safety	RACV Road Safety	Camp
<u>Term 2</u>	Life Education	Life Education	Life Education	Life Education
<u>Term 3</u>	Excursion with 1/2's	Excursion/Camp	Camp	Project Rockit
<u>Term 4</u>	First Aid In schools	First Aid In schools	First Aid In schools	First Aid In schools
	Pet Safety	Pet Safety	Think You Know	Think You Know

Specialist Classes

Students engage in four specialist classes each week. Each specialist class is one learning block (50 minutes). The specialist classes include: Physical Education, Culture and Science, Performing Arts, Visual Art.

Physical Education

Lessons are informed and resourced by:

- Victorian Curriculum standards physical education and health

Structure: (I do, We do, You do)

Culture and Science (Woiwurrung Language)

Lessons are informed and resourced by:

- **Semester 1:** Victorian Curriculum standards – Language and Learning Capabilities
- Semester 2: Victorian Curriculum standards – Science (Nature and Development of Science, Use and Influence of Science, Biological Sciences, and Earth and Space, excluding VC2S6U07)

Structure: (I do, We do, You do)

Performing Arts

Lessons are informed and resourced by:

- Victorian Curriculum standards: Music (Semester 1) and Drama (Semester 2)

Structure: (I do, We do, You do)

Visual Arts

Over a two-year cycle, students engage in a broad range of art forms, including drawing, painting, collage, printmaking, modelling, construction, and textiles. Learning experiences are designed to develop skills, techniques, and creativity, culminating in artworks presented at the annual Festival of the Arts.

Lessons are informed and resourced by Victorian Curriculum standards: Visual Art

Structure: (I do, You do). Each grade participates in Visual Arts for one block each week.

High Abilities

For a detailed description of the High Abilities and Inquiry Program at Yarra Junction Primary School, see the YJPS High Ability Framework. See the [YJPS Program of Inquiry- Scope and Sequence](#) for students not undertaking a High Ability class.

Inquiry Sessions

Students in years 3-6 (who do not attend Art Sparks/ShowStoppers/Technology) will engage in a 50 minute lesson per week to develop skills against the Curriculum's Learning Capabilities. Inquiry sessions are planned to build students' capacity in curriculum capabilities, inquiry skills, critical thinking, questioning, approach to challenges, collaborative and independent learning and interpersonal skills. The tasks undertaken are selected to enable students to have a voice in their learning and the final product they intend to develop at the end of the term/semester.

Over the 2 year cycle Grade 3/4 students will:

- Create a sock puppet, incorporating it into a story.
- Explore Physical Science- Force and Energy
- Explore Identity- Where do I come From?
- Investigate Food Around the World

- Explore Earth and Space Science

Over the 2 year cycle Grade 5/6 students will:

- Create a personal cushion
- Explore Chemical Science- Solids, Liquids and Gases
- Explore Identity- My Identify, My Future
- Investigating Nutrition
- Explore Earth and Space and Physical Science

Art Sparks and Show Stoppers

Students who are achieving six to twelve months ahead in Performing or Visual arts will be selected to attend a 50 minute High Abilities session each week. Students' effort and behaviour in specialist classes contributes to their selection in these programs. Students selected will remain in either Art Sparks or Show Stoppers for the semester, and will be reviewed for the following semester.

Year Level Sport

Year level sport lessons once per week:

Prep – 2: Perceptual Motor Program and Collaborative games.

3-4: Cohort collaborative games, athletic skills leading up to athletics day, basketball skills leading up to hoop time, swimming lessons and dancing leading up to Production

5-6: Interschool sport (soccer, football, netball, volleyball) & Athletics & cohort building collaborative games

Library

All students in years 1-6 will attend Library each fortnight for a 30 minute session.

All students in foundation will attend Library every week for a 30 minute session.

Expectations of Planning for Teaching at YJPS

- End of term team planning days will be scheduled for Junior, Middle and Senior Team teaching staff.
- Teams use consistent whole school termly overview templates, informed by YJ's Scope and Sequence and data outcomes.
- Teams are to create overviews based upon YJ's Scope and Sequence and informed by summative assessment.
- Non-Negotiable: Termly overviews are to be uploaded to the Google drive prior to the commencement of each term.
- Team overviews must incorporate itemised assessments and time/week for assessment to take place as per YJPS Assessment Schedule.
- On planning days, teams are to complete monitoring tools for each curriculum area.

- Teams are to use consistent planning templates within cohorts. (all weekly planning **MUST** include:
 - Curriculum Standards,
 - Students Named, and I do, We do and You do teaching in detail and reflection/feedback.
- Teams are to plan collaboratively to create weekly planning based on termly overviews and informed by formative assessment.
- All planning is to be printed by 9am each Monday morning and uploaded to the google drive. It is recommended that teachers support each other with printing (eg: Print what you plan & learning resources or print an area of curriculum for all - planning/learning resources).
- Assessment data uploaded to assessment spreadsheet on google drive (semester upload as per PL & Meeting Schedule)

Classroom Displays

Visit **Classroom Displays on the [Google Drive](#)** : Resources expected to be displayed in all classrooms:

- Spelling strategies (puzzle pieces)
- Junction seven (TLC anchor chart)
- Tricky words brick (P-2)
- Writing Process (pencils)
- Numeracy Beliefs anchor chart
- Student Voice & Agency posters
- YJPS values in action poster
- YJPS core values poster
- YJPS learning links poster
- What leadership looks, sounds, feels like posters

Common Area Displays

- YJPS vision poster
- YJPS core values poster
- Acknowledgement of Country
- Numeracy Beliefs anchor chart