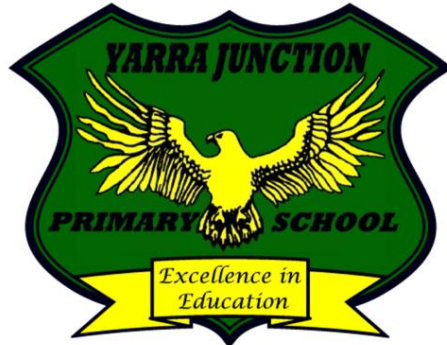


# Yarra Junction Primary School

School Number: 3216



## CURRICULUM FRAMEWORK POLICY 2025

**Principal:** Lisa Rankin

**School Council President:** Jessica Newell

Date Last reviewed	19/04/2024
Author	Lisa Rankin
Approval by Principal	L.Rankin
Consultation with SIT (not DET mandated)	Ongoing
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 Community Studies.

- 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 Community Studies. Community Studies is based upon the Victorian Curriculum standards of History, Geography and Environmental Science 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.

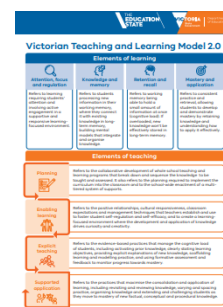
### Enrichment Programs:

(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

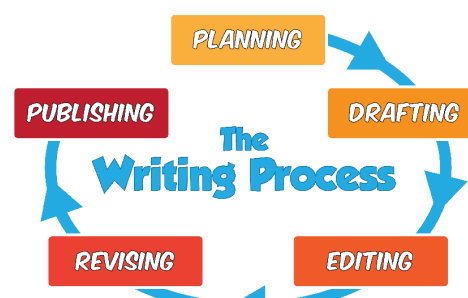
**I do** – Explicit lesson (LI & SC set within planner)

**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:**

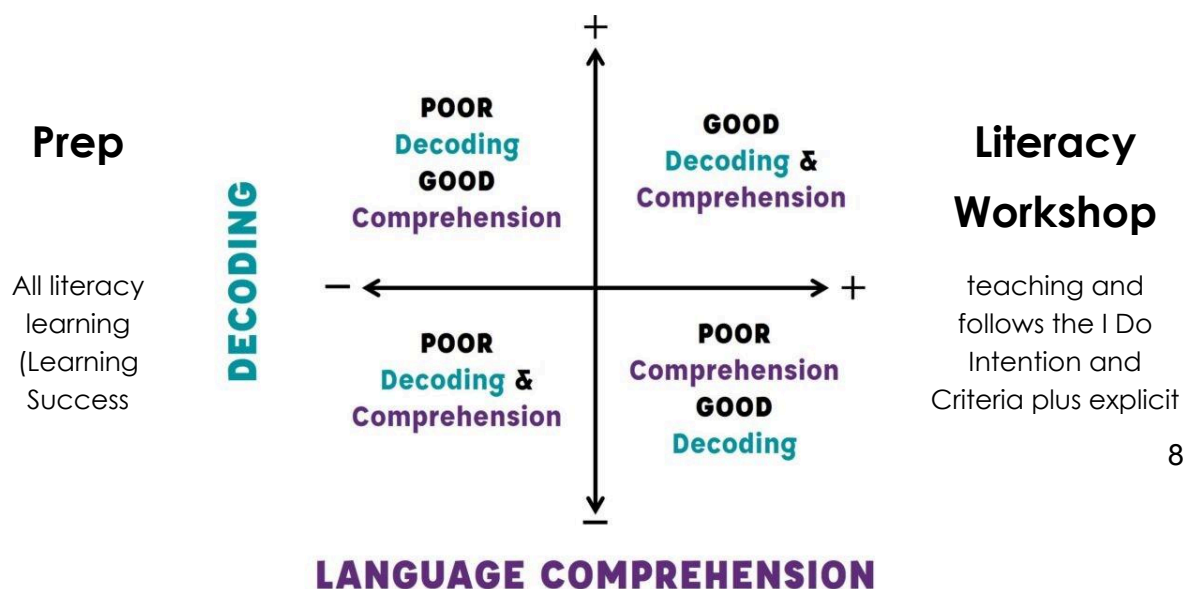
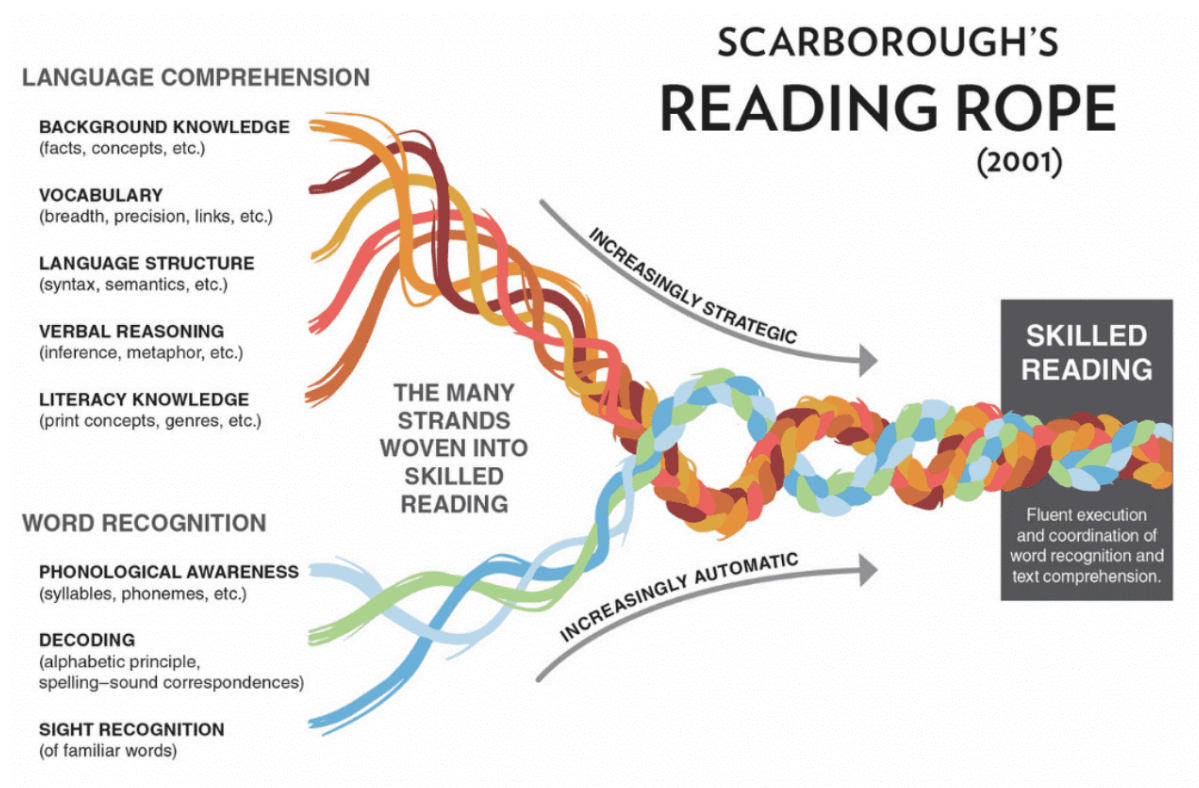
- Jolly Phonic Scope and Sequence
- Jolly Phonic dictated assessment data (sounds and tricky words)
- Single Word Spelling Test (SWST)
- Moderated Writing data
- Spelling Strategies (Jigsaw- Phonology, Orthography, Morphology and Etymology)
- Victorian Curriculum Standards

## **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
5. Comprehension: Understanding the meaning and intent of the text





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 and a tricky word.

**Lesson 1:** Golden Writing plus Visual Literacy. A picture prompt is used to generate ideas for students to develop their own golden writing.

**Lesson 2 - 5:** Genre focused lessons.

- Term 1 focus: Recount and Information Report
- Term 2 focus: Narrative Writing
- Term 3 focus: Fractured Fairy Tales, 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 (guided reading/small group explicit instruction)

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

**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.

**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.

**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)

- 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:

- Each Spelling lesson begins with explicit instruction, followed by We Do and then independent practice.

**Lesson 1:** Phonology/Orthography- Using the Jolly Phonics Program, a sound is explicitly taught based on Jolly Phonics assessment data.

**Lesson 2:** Morphology of the focus sound. Word parts are identified, prefixes or suffixes are added and the word is used within a sentence for understanding. Tricky word focus chosen to align with sound focus, eg if sound focus is /er/ then were is the tricky word focus.

**Lesson 3 & 4:** Grammar- lesson focus determined by student data Victorian Curriculum standards, using cohort SWST data.

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)).

#### **Lessons 1 to 4:**

Reading and Writing is teaching and learning embedded during a literacy block. A literacy block is taught four times a week. A double literacy block begins with guided reading and an activity to practise a Big 6 skill. Followed by an explicit reading lesson using a mentor text and we do activity based on the text or skill. Following on is another explicit lesson focusing on a writing skill/genre, then collaborative writing or we do activity. Finished with independent writing time. The first lesson of the week is data driven using our termly ACARA moderated writing data. Throughout lessons 2, 3 and 4, the learning completed in lesson 1 is referred to, to reinforce learning and through multiple exposures.

#### **Lesson 5:**

The last literacy block of the week is our big write lesson which begins with guided reading and an activity to practise a Big 6 skill. We then conduct a short mini-lesson in which we have a class discussion about the big write prompt. We refer to the ideas students have thought of during their big talks (which is a weekly homework expectation) or we discuss new ideas. The rest of the lesson is focused on a big write prompt whereby students complete independent writing and teachers conference with students.

The final literacy block of the week (50 minutes) is the class novel study (term 1 and 2) and book club (term 3 and 4). We begin the year with a whole class novel to teach students how to hold rich and in-depth conversations about a text to gradually release them into being able to have these discussions during a book club type of structure. Having grouped/levelled book clubs in term 3 and 4 also supports grade 4s transition into senior school.

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

### **Grade 3 and 4**

#### **Weekly Spelling Overview:**

**Each lesson- use Ochre Literacy Daily Review Grade 4 even year, Grade 3 odd year**

**Lesson 1:** Jolly Grammar lesson as determined by Jolly Grammar scope and sequence.

**Lesson 2:** Phonology / Orthography lesson which focuses on unknown Jolly Phonics sounds (data-driven) or following the Jolly Grammar scope and sequence to ensure we are teaching to the point of need as well as exposing students to new sounds. In this lesson, we learn about the spelling rules for the sound focus.

**Lesson 3:** Morphology / Etymology lesson which focuses on a root/base word, prefix or suffix and its meaning and origins. Students brainstorm and explore words with the root/base word, prefix or suffix throughout the lesson.

**Lesson 4:** Orthography lesson which focuses on spelling rules that cannot be taught through the teaching of a sound such as double letters or adding -ing etc. These lessons are data-driven through the previous terms SWST data.

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

## 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 focus - informed by student data and Victorian Curriculum Standards.

**Lesson 2 - 3:** Explicit lesson with a genre focus.

**Lesson 4:** Explicit lesson on writing traits.

**Lesson 5:** Big Write (single block) and teacher is conferencing. Grammar focus from lesson 1 is aimed to be shown by students in their Big Write.

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

#### Mentor Sentence (Week long focus. Term 1 and 2):

**Monday - Monday Musings.** Monday's writing lesson is a Grammar, punctuation and sentence structure lesson that links to the Mentor Sentence focus. Students spend 5 minutes at the start of day identifying anything they notice in the sentence.

**Tuesday - Think it Tuesday-** Write a sentence that uses the same pattern as the mentor sentence changing one of the skills discussed on Monday during Monday Musings.

#### **Wednesday - Work it Wednesday**

Write a whole new sentence that uses the grammar skills from the week.

**Thursday - Teach Yourself Thursday.** Students use their independent reading book to find a sentence that fits the focus. Students hand write the sentence and label.

#### **Friday - Friyay**

(Assessment on weeks' skill) Plan an assessment based on skill for the week.

## 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), teacher holds a guided reading session with one group per each of the two book club lessons.
- Term 2 and 4: Whole class book club (reciprocal reading). Teacher reads, students track, discussion is held, and students respond to questions.

**Lesson 1:** Skills - Victorian Curriculum focus (same weekly focus)

**Lesson 2:** Bookclub

**Lesson 3:** Skills - Victorian Curriculum focus (same weekly focus)

**Lesson 4: Science of Reading focus**

- Handwriting - 5 mins (make prompt relevant to current events)
- Fluency Pairs + feedback -10 mins
- Independent reading 15 mins (if possible link the activity to independent reading book)
- Independent activity based from lesson 1 (20 mins)

**Lesson 5:** Jigsaw Reading- to develop background knowledge on current events.

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:

**Each lesson- use Ochre Literacy Daily Review Grade 5 even year, Grade 6 odd year**

**Warm up:** Oral practise of phonic communicators

**I do:** Introduce base, suffix, prefix or phoneme

**We do/You Do:** complete tasks from I do: spelling practise on mini white boards and oral reading of words

**I do:** Vocabulary (1-2 focus words each lesson)

**We do/You do:** tasks on vocabulary (repetition and discussion of how words are used in different contexts)

**I do/We Do/ You Do:** Grammar for some lessons

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

### Prep, Grade 1 and Grade 2

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

#### Whole Class (30mins)

Time	Activity
10 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
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### 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
10 minutes	Maths Warm Up – Times Tables Challenge
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)
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#### 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 (High)
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/18yAcGjPe0y0iIdMPYy5ndzZiKBuWdSZe/edit>

Orange [https://docs.google.com/document/d/1\\_fe0b6gd42GgcXr1a4X2hFMNG1erVlg-/edit](https://docs.google.com/document/d/1_fe0b6gd42GgcXr1a4X2hFMNG1erVlg-/edit)

Red [https://docs.google.com/document/d/1IU\\_dH5TgaQ6etNSpvfXaula7x8rb-dDO/edit](https://docs.google.com/document/d/1IU_dH5TgaQ6etNSpvfXaula7x8rb-dDO/edit)

## Senior School Planners

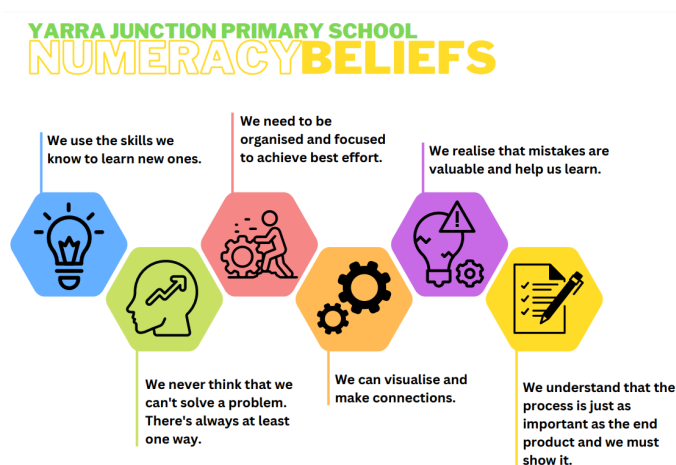
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Blue [https://docs.google.com/document/d/16Lg4slXYfoTO\\_AMeuoLxm5Zl3Lt0nJ10/edit](https://docs.google.com/document/d/16Lg4slXYfoTO_AMeuoLxm5Zl3Lt0nJ10/edit)

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.

## **Community Studies**

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.

## 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, Community Studies, 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)

### Community Studies (Woiwurrung Language)

Lessons are informed and resourced by:

- Victorian Curriculum standards: Geography, History, Civics and Citizenship, Language and Learning Capabilities
- The Community studies scope and sequence embeds a Koorie perspective into each lesson

**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

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

### Technology Session

Students in years 3-6 interested in technology will be asked to submit an expression of interest to the ICT teacher leader. Students will be selected to participate in a weekly podcast learning session for 50 minutes.

### Art Sparks and Show Stoppers

Students who are achieving more than twelve months ahead in Performing or Visual arts will be selected to attend a 50 minute High Abilities session each week. Students selected will remain in either Art Sparks or Show Stoppers for the year.

## 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