



NSW Department of Education

Curriculum Reform information package – Primary

Available Term 4, Week 4

education.nsw.gov.au





Acknowledgement of Country

I would like to acknowledge the traditional custodians of the various lands on which we are meeting today and pay respect to Elders past and present and extend that respect to any Aboriginal and Torres Strait Islander people joining us today.

Package overview

Slide	Topic	Presentation	Video link	Notes
4-10	Phases of curriculum implementation			
11-13	Prompts to guide collaborative planning			
14-16	Collecting baseline data on staff confidence	1. Phases of curriculum implementation	Curriculum Reform Package – Primary video 1	Similar content to Term 3 & 4 principal drop-in sessions.
17-19	Literacy and Numeracy updates			
20-21	Keeping up to date with curriculum reform			
22-26	K-2 English	2. K-2 English	Curriculum Reform Package – Primary video 2	Similar content to K-2 English teacher sessions Term 3, Week 8.
27-34	Support available			
35-38	K-2 mathematics	3. K-2 mathematics	Curriculum Reform Package – Primary video 2	Similar content to K-2 mathematics teacher sessions Term 3, Week 9.
39-44	Support available			

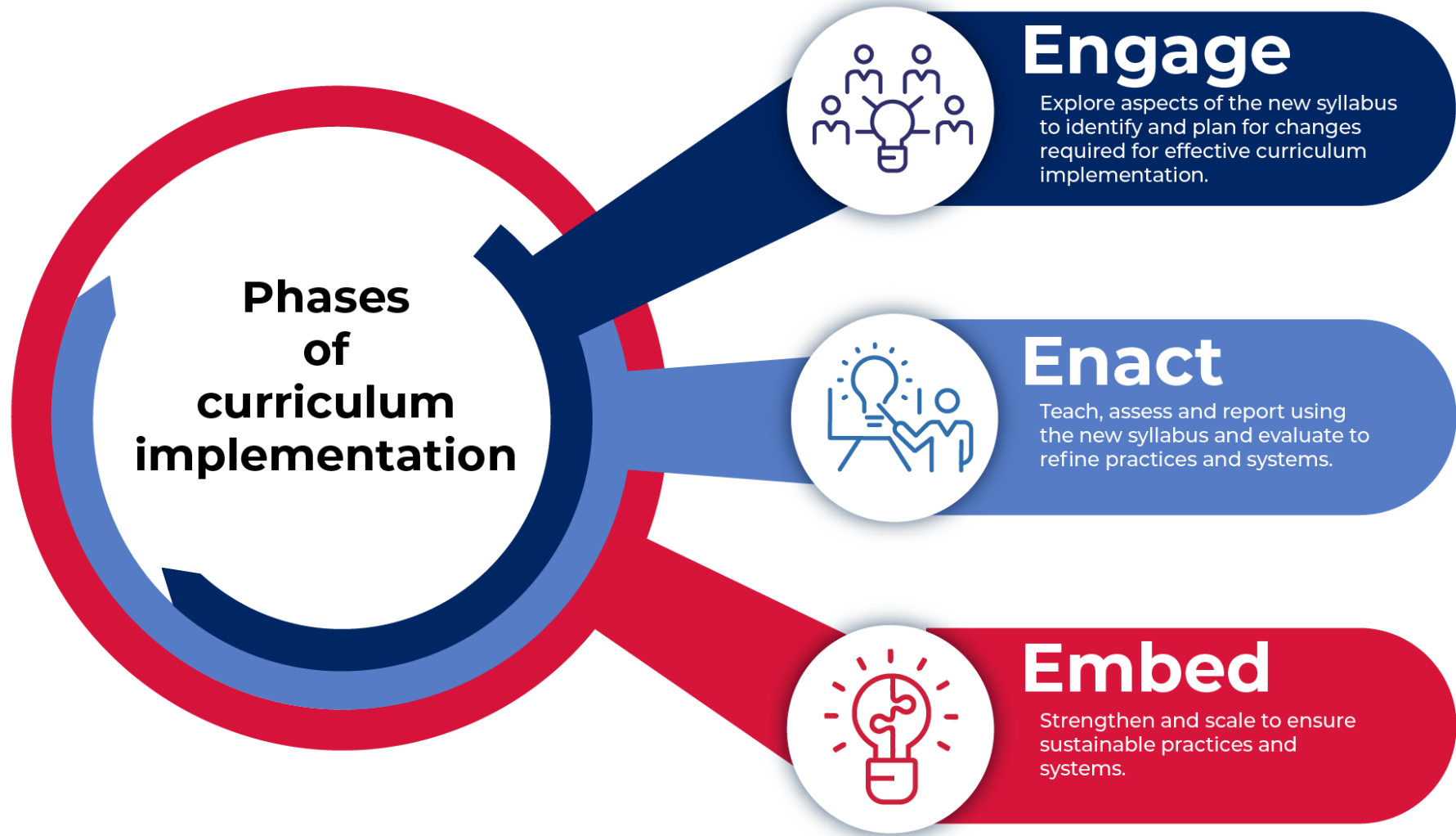


Phases of curriculum implementation





Phases of curriculum implementation

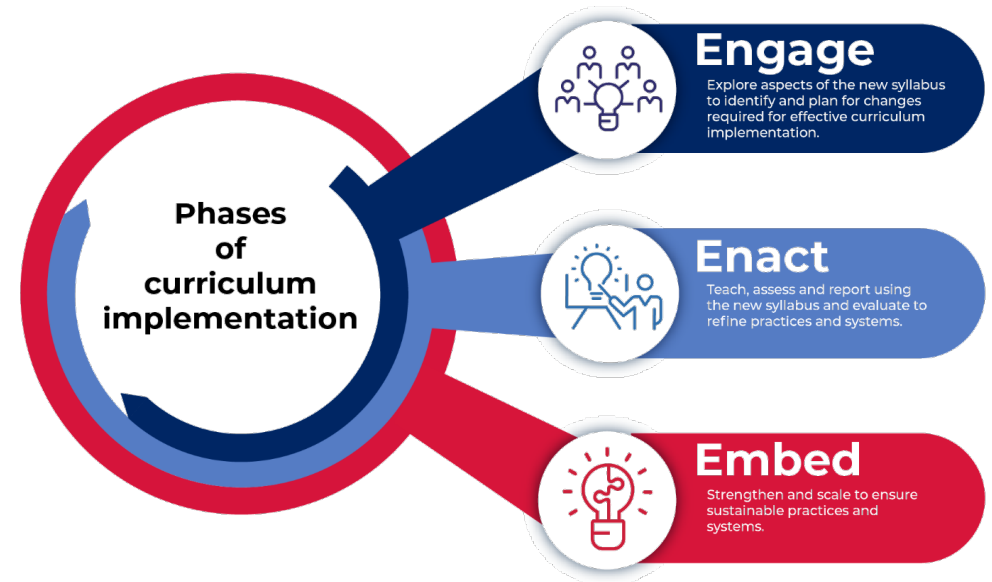


Leading curriculum K – 12

Resources

Information related to the Engage, Enact, Embed phases of curriculum implementation including:

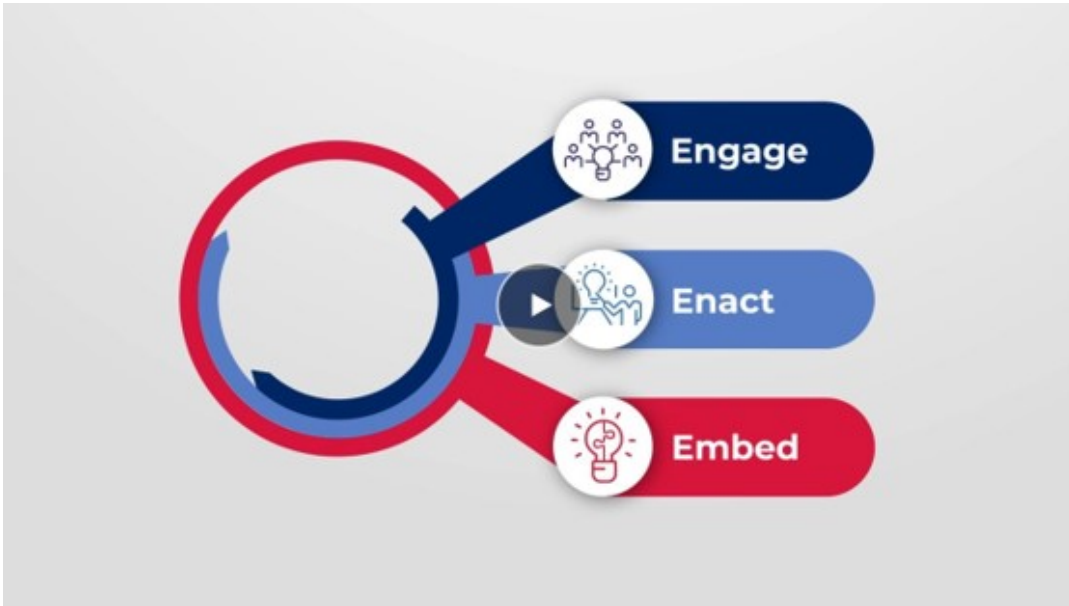
- Animated videos
- Posters
- Curriculum implementation journeys for
 - [Principals](#)
 - [Assistant principals](#)
 - [Assistant principal, curriculum and instruction](#)
 - [Teacher](#)
- [School planning for curriculum implementation support](#)
- Leading collaboration for school improvement toolkit chapters ([Engage](#), [Enact](#), [Embed](#))
- [Leading curriculum implementation research toolkit](#)



Videos

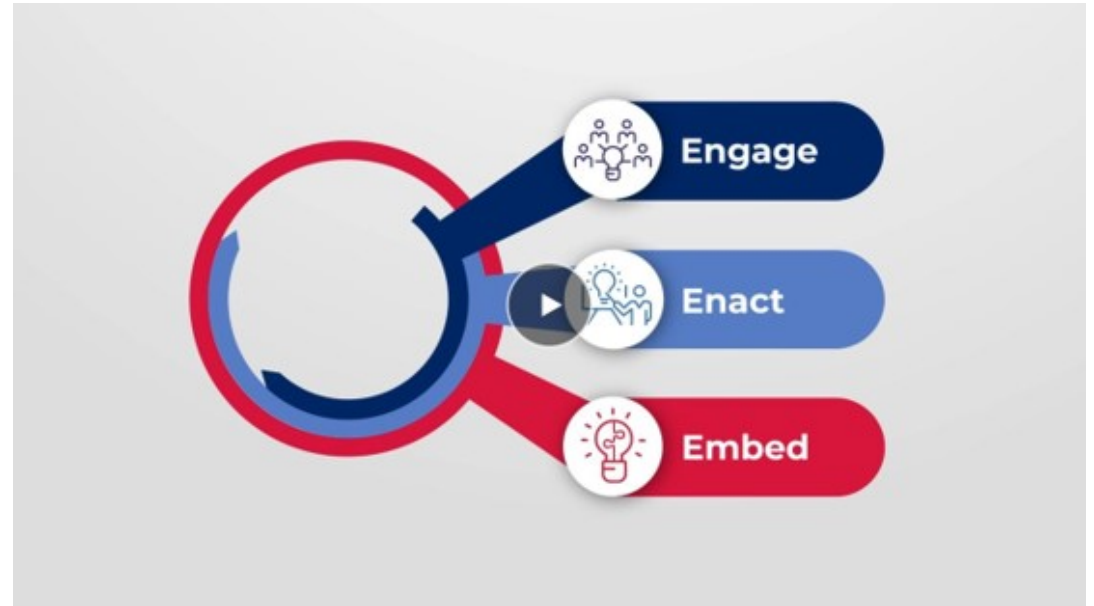
Phases of curriculum implementation

[Phases of curriculum implementation – overview \(3:22\)](#)



The phases of curriculum implementation – overarching guidance when implementing a new syllabus.

[Phases of curriculum implementation – Engage \(2:30\)](#)



An overview of the Engage phase of curriculum implementation.

Phases of curriculum implementation

Activities



- Explore
 - Understand the research underpinning the changes
 - Access and lead evidence-based professional learning to familiarise all staff with the new syllabus.
- Identify and plan
 - Identify staff and student needs
 - Align plans and resources to a Strategic Improvement Plan initiative
 - Allocate time to evaluate, select, adapt and create resources to teach the new syllabus
 - Plan the school approach to student assessment and reporting to parents.



- Teach
 - Communicate curriculum changes with the school community.
 - Create opportunities for professional learning and collaboration to optimise learning for all students.
 - Ensure dynamic, responsive processes and structures are in place to support staff to collaboratively plan teaching programs, teach the new curriculum and evaluate practice.
- Assess and report
 - Refine school processes for assessing student progress, analysing student data and reporting to parents.
- Evaluate
 - Evaluate school processes and structures to ensure they support new syllabus implementation.

PAUSE

Leading curriculum implementation research toolkits

Building understanding of curriculum implementation

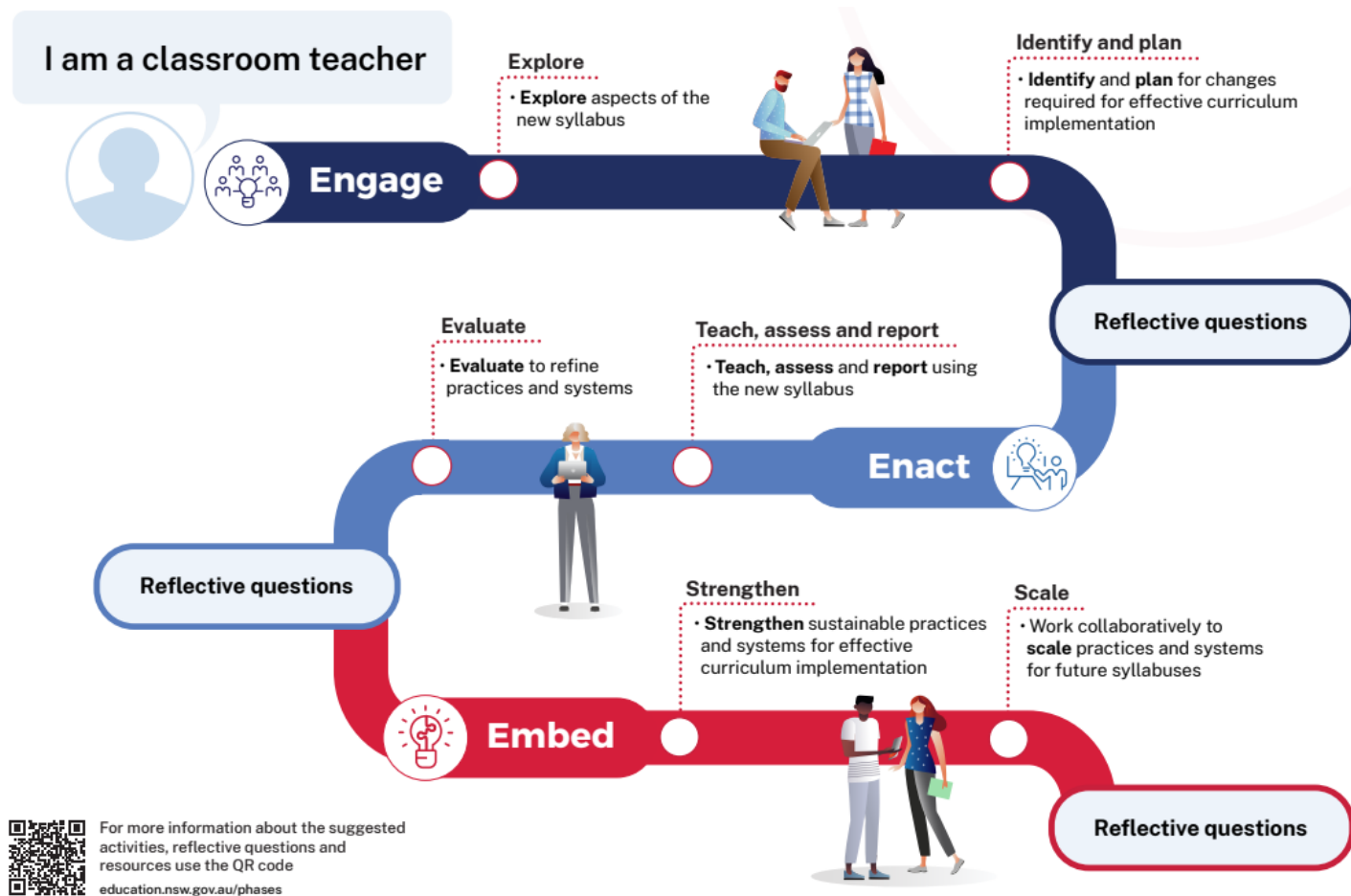
- Each research toolkit includes a research article, a snapshot of the research, professional learning and reflection prompts.
- **Curriculum implementation** toolkits include three research snapshots related to
 - Guiding implementation
 - Implementation in Education, findings from a scoping review
 - Curriculum reform, effective implementation
- **Change management** toolkits include research snapshots on
 - Managing curriculum change
 - Challenges and enablers

The screenshot shows the NSW Education website. The header includes the NSW Government logo and the word 'Education'. A navigation menu contains links for 'Early childhood education', 'Public schools', 'Teaching and learning', 'Student wellbeing', 'Skills NSW', 'Parents and carers', 'Policy library', and 'Teach NSW'. The main content area is titled 'Curriculum' and features a breadcrumb trail: 'Home > Teaching and learning > Curriculum > Leading curriculum K-12 > K-12 research toolkits > Leading curriculum implementation research toolkit'. Below the breadcrumb, there are three sections: 'K-12 research toolkits', 'Leading curriculum implementation research toolkit', and 'Change management research tools'. The 'Leading curriculum implementation research toolkit' section is highlighted and includes a sub-section 'On this page' with links for 'Research tools' and 'Text based protocols'. A 'Research tools' section at the bottom states: 'Each tool includes a research article, a snapshot of the research, and professional learning and reflection prompts.'

[Leading curriculum implementation – research toolkit](#)

Curriculum implementation journeys

Classroom teacher



For more information about the suggested activities, reflective questions and resources use the QR code education.nsw.gov.au/phases

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Prompts to guide collaborative planning





Considerations for collaborative planning

Guide for collaborative conversations

- Spend time engaging with the syllabus before unpacking other resources.
- Engage with the department's [scope and sequences](#) – how will these work in your context?
- What will implementation of new syllabuses look like in your context? Consider composite classes and implications for reporting.
- Spend time unpacking each unit. Look at connected ideas and syllabus outcomes and explore the teaching advice in the syllabus.
- Consider the skills and expertise in your team – how will you collaborate to prepare for implementation?
- Consider the needs of your students – use the following to support decisions around differentiation
 - Student data, including Literacy and Numeracy Learning Progressions
 - Available resources
 - Prior learning, student needs and interests.

PAUSE

Engage

Reflective questions

1. To what extent do staff understand the syllabus and the evidence underpinning the new syllabus?
2. How will the new syllabus affect classroom practice?
3. What resources are required to commence syllabus implementation and meet planning and programming, assessing and reporting requirements?
4. To what extent does your implementation plan allocate time for reflection and evaluation?

Phases of curriculum implementation – Engage phase





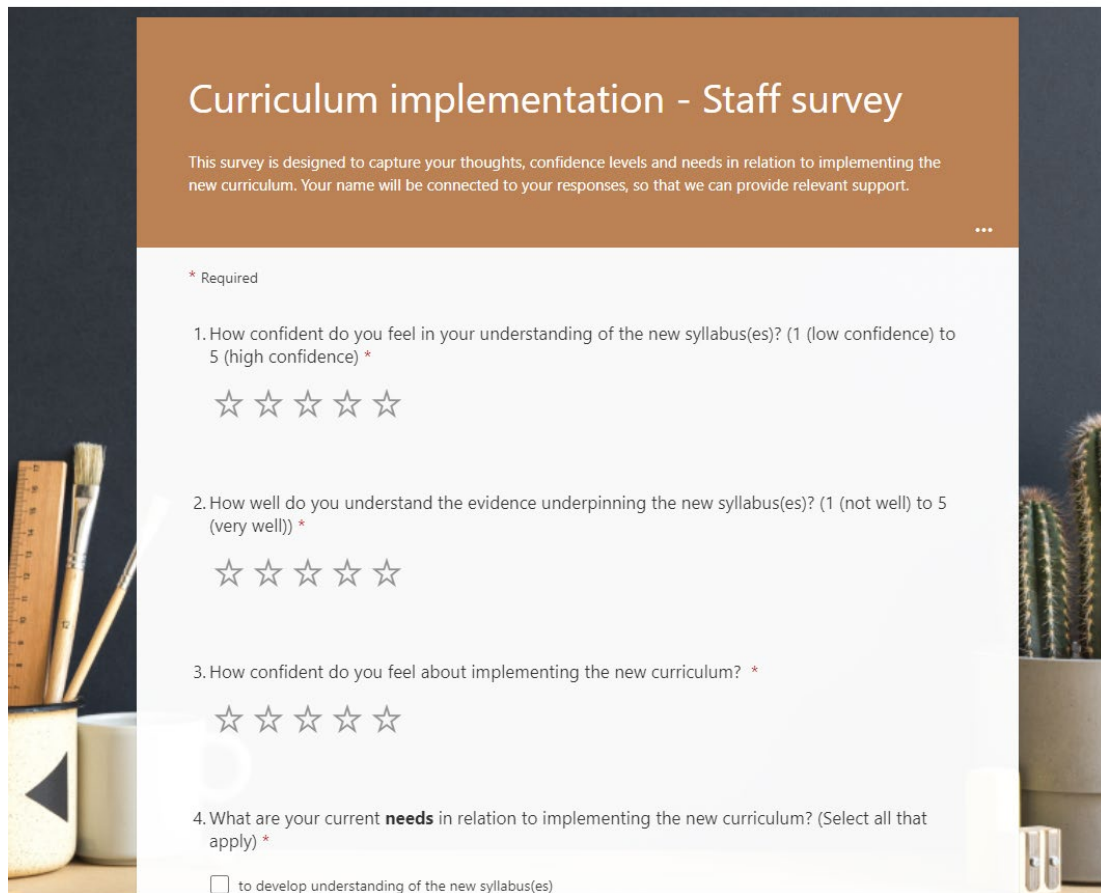
Collecting baseline data on staff confidence



Staff survey

 Duplicate this form to use as your own.

Duplicate it



Curriculum implementation - Staff survey

This survey is designed to capture your thoughts, confidence levels and needs in relation to implementing the new curriculum. Your name will be connected to your responses, so that we can provide relevant support.

* Required

1. How confident do you feel in your understanding of the new syllabus(es)? (1 (low confidence) to 5 (high confidence) *)

☆☆☆☆☆

2. How well do you understand the evidence underpinning the new syllabus(es)? (1 (not well) to 5 (very well)) *

☆☆☆☆☆

3. How confident do you feel about implementing the new curriculum? *

☆☆☆☆☆

4. What are your current **needs** in relation to implementing the new curriculum? (Select all that apply) *

to develop understanding of the new syllabus(es)

[Curriculum implementation – Staff survey](#)





How to edit a Microsoft Forms survey

- Open the survey by clicking on the link on the previous slide – '**duplicate it**' to make a copy.
- Once duplicated, you can click on any part of the survey to edit the questions to suit your context.
- To remove a question, click on it, and select the **garbage bin 'delete question' icon**.
- To add a question, click on the previous question to reveal the '**+ insert new**' button.
- Once you have edited your survey, select '**collect responses**' to access options to distribute the survey.
- Let teachers know the purpose of the survey, closing date and protocols for data confidentiality.
- Survey results can be accessed in Microsoft Forms.
- Open the survey and click on the '**responses**' tab to analyse your data, either directly in Forms, or '**open in Excel**'.
- Please note, accessing the survey via the link you share with staff **will not** give you access to the responses.



Literacy and Numeracy updates

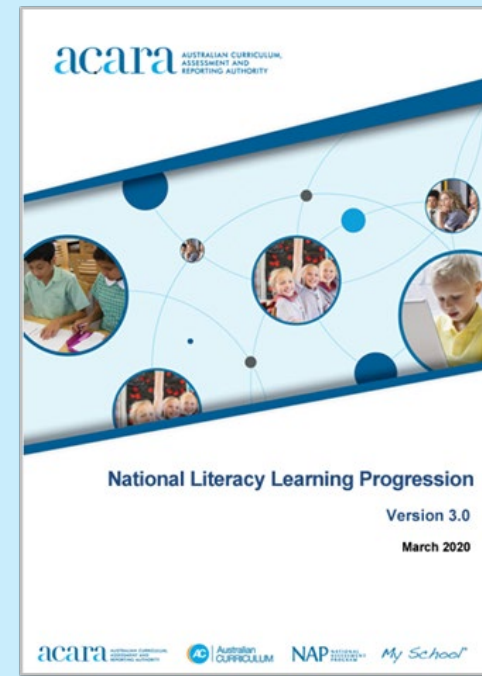


National Literacy and Numeracy Learning Progressions

Version 3

- ACARA updated the National Literacy and Numeracy Learning Progressions to version 3, reflecting updates to the evidence base for literacy and numeracy development. New syllabuses are aligned to version 3.
- K-2 English and mathematics syllabuses map to progressions through the tagging of content in the digital version.
- All literacy and numeracy professional learning, resources and assessments will be updated to align to version 3 and new syllabuses from 2023.

For more information visit the [Literacy and numeracy learning progressions](#) webpage.



This screenshot shows a digital interface for content management. On the left, a 'Content' sidebar lists categories: Oral language and communication, Vocabulary, Phonic knowledge (highlighted in red), Reading fluency, and Reading comprehension. The main area displays the 'Phonic knowledge' section, including a 'Suggested instructional sequence' and 'Single-syllable words' with specific skill codes like PKW7, SpG6, and SpG8. A 'Select tags to begin' dialog box is overlaid on the right, featuring a search bar and two checkboxes: 'National Literacy Learning Progression' (checked) and 'National Numeracy Learning Progression'. 'Cancel' and 'Done' buttons are at the bottom of the dialog.

PLAN2

Supporting curriculum implementation

PLAN2 will:

- Contain new syllabus outcomes and content.
- Show the progression sub-elements and levels tagged to syllabus content as provided by NESA.
- Contain 3-10 English and mathematics syllabuses mapped to version 3 of the learning progressions.
- Allow teachers to select progression indicators from the progression sub-element levels tagged to the content, and from other progression sub-elements and levels.

- Include a new PLAN2 observation status scale

For more information visit the [PLAN2 web page](#)

The screenshot displays the PLAN2 web interface. The top navigation bar includes 'School ALAN default school', 'Menu', 'NSW', 'PLAN2', and 'Home'. The main content area has a 'Hello' message and a 'Noticeboard' section with 'Latest news'. A sidebar on the left lists 'Analyse', 'Plan', and 'Observe' options. The main window shows the 'New area of focus - New' configuration screen with three tabs: 'Students', 'Syllabus', and 'Progression indicators'. The 'Syllabus' tab is active, showing 'What is your focus syllabus outcome?' with dropdowns for 'Stage' (Early Stage 1) and 'Key learning area syllabus' (English K-2). It lists 'Syllabus outcome(s)' for 'English K-2', including 'Oral language and communication' with 'ENE-OLC-01 communicates effectively by...' selected. A 'Hide Content (2 Selected)' button is visible. Below, 'Vocabulary' includes 'ENE-VOCAB-01 understands and effective...'. A 'Select content' panel on the right shows 'Listening for understanding' with 'LIST1' and 'LIST3' selected, and 'Social and learning interactions' with 'InT3' selected.

Below the configuration screen is a mapping table for 'ENE-OLC-01'.

Syllabus	Indicators	Not assessed	Not demonstrated	Partially demonstrated	Demonstrated	Consolidated	Bald, Christian (K)	Blanchett, Cole (K)	Bullock, Sandra (K)	Cage, Nicolas (K)	Conroy, Sean (K)	Crowe, Russell (K)	Crake, Tom (K)	Damon, Matt (K)
ENE-OLC-01	LIST1 Listening													
	LIST1.1 responds to a familiar, simple text structure (e.g. indicates yes/no when asked a commonly recurring question such as 'Are you hungry?') (see Speaking)	0%	30%	30%	20%	20%	N	P	P	N	P	D	N	D
	LIST1.2 uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)	0%	20%	20%	30%	30%	C	D	P	N	C	D	P	N
ENE-OLC-01	LIST3 Listening													



Keeping up to date with curriculum reform



Keeping up to date

Channel	Purpose
<u>NSW Curriculum Reform Website</u>	The latest information, updates and resources to support schools with curriculum reform and implementation.
<u>Curriculum Reform Communities</u>	Clear and consistent messaging about the reform and the support available. Opportunities for local collaboration on reform activities.
<u>Statewide staffrooms</u>	Expert advice, resources and professional learning through a staffroom set up in Microsoft Teams, facilitated by curriculum specialists.
<u>Primary Curriculum teams</u>	Contacts for Primary support.
<u>NESA news</u>	Keep up-to-date with the latest NESA news and official notices.





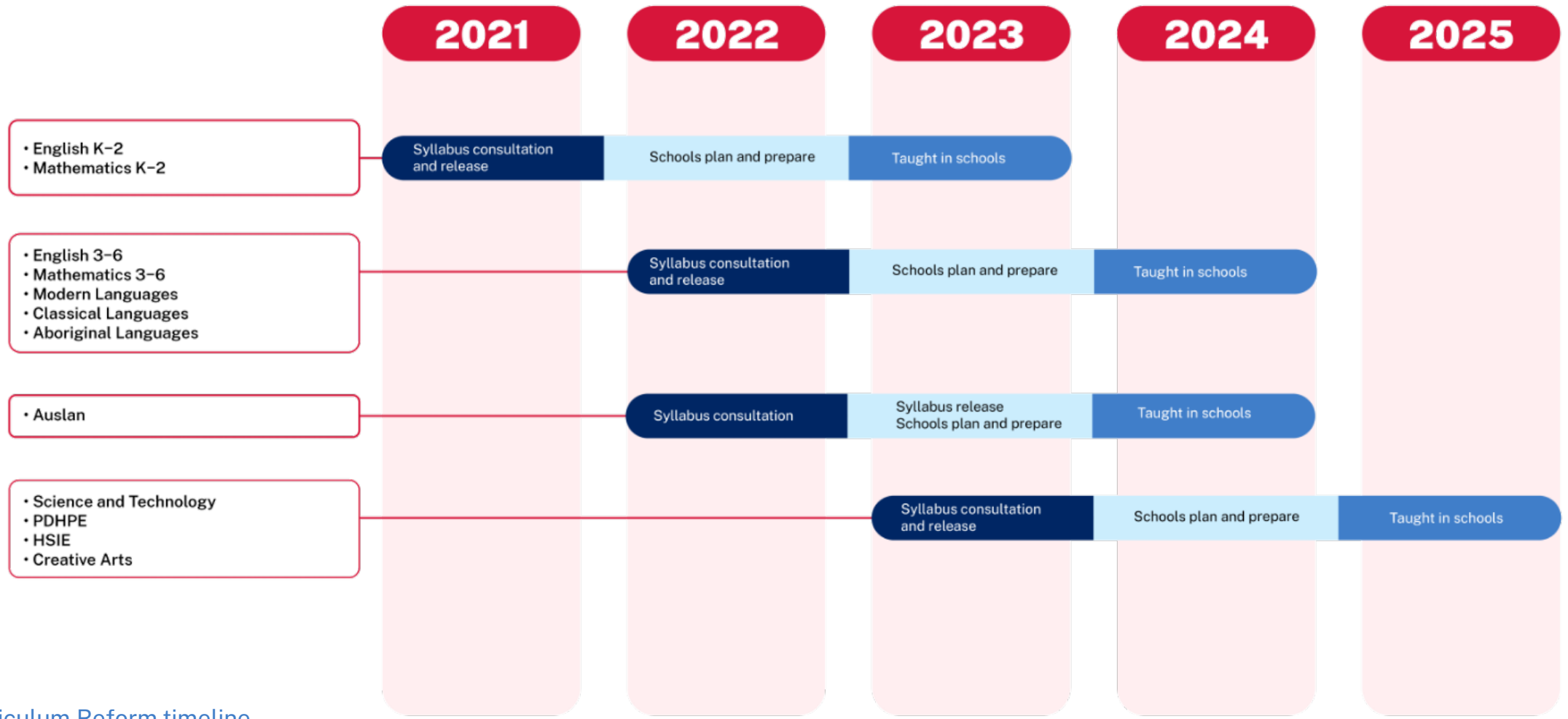
K-2 English



NESA syllabus timeline

Primary – Kindergarten to Year 6

Thursday 27 October 2022



[NESA Curriculum Reform timeline](#)



Key messages

English K-2

- Implementation began in some schools in 2022 and the syllabus will be taught in all NSW primary schools in 2023.
- Pedagogical changes that focus on foundation skills and conceptual understandings of English.
- Clear expectations for teaching reading, including phonics, oral language and fluency.
- Focus on students learning to create written texts through planning, creating and revising.
- Oral language competence as a solid foundation for communication.
- Literature as essential in the development of core knowledge for English.
- Engaging with literature in all forms to develop an understanding, appreciation and love of reading.
- National Literacy Learning Progressions version 3 are mapped to content.

The evidence base

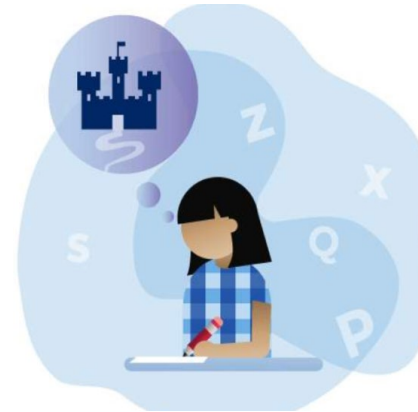
English K-2



- Oral language competence is crucial.
- Symbolic and/or non-symbolic forms can be used to create a communication system.



- Phonological awareness and phonic knowledge are essential foundational skills.
- Prosody and automaticity impact fluency.
- Quality literature is a powerful and essential tool.



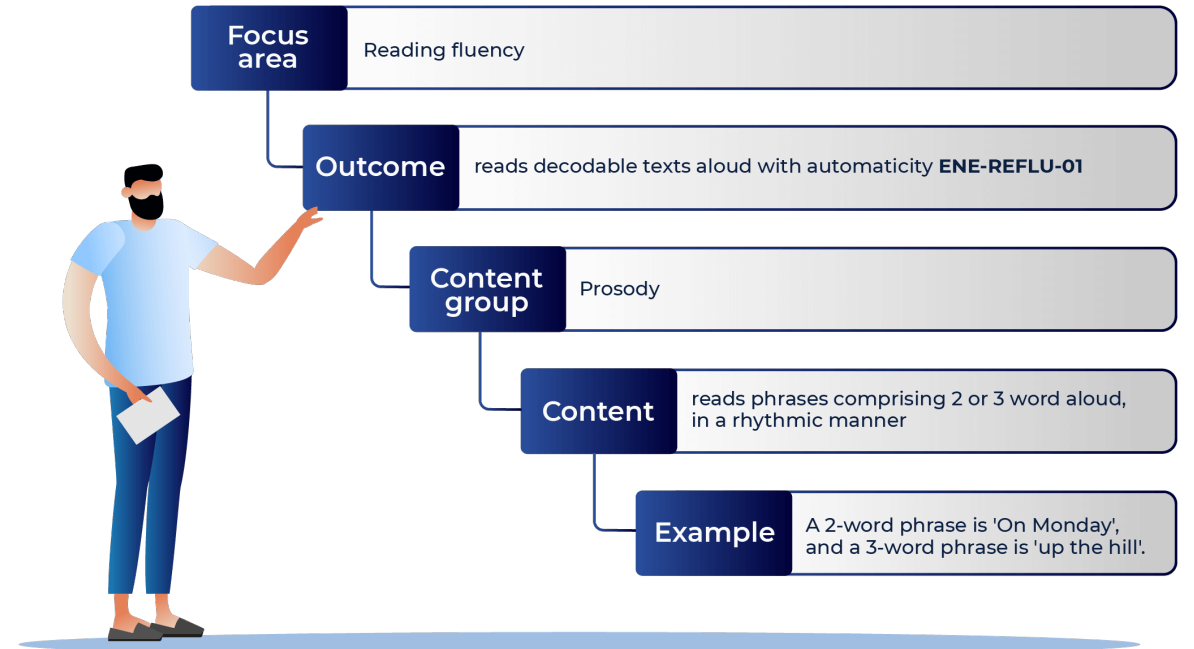
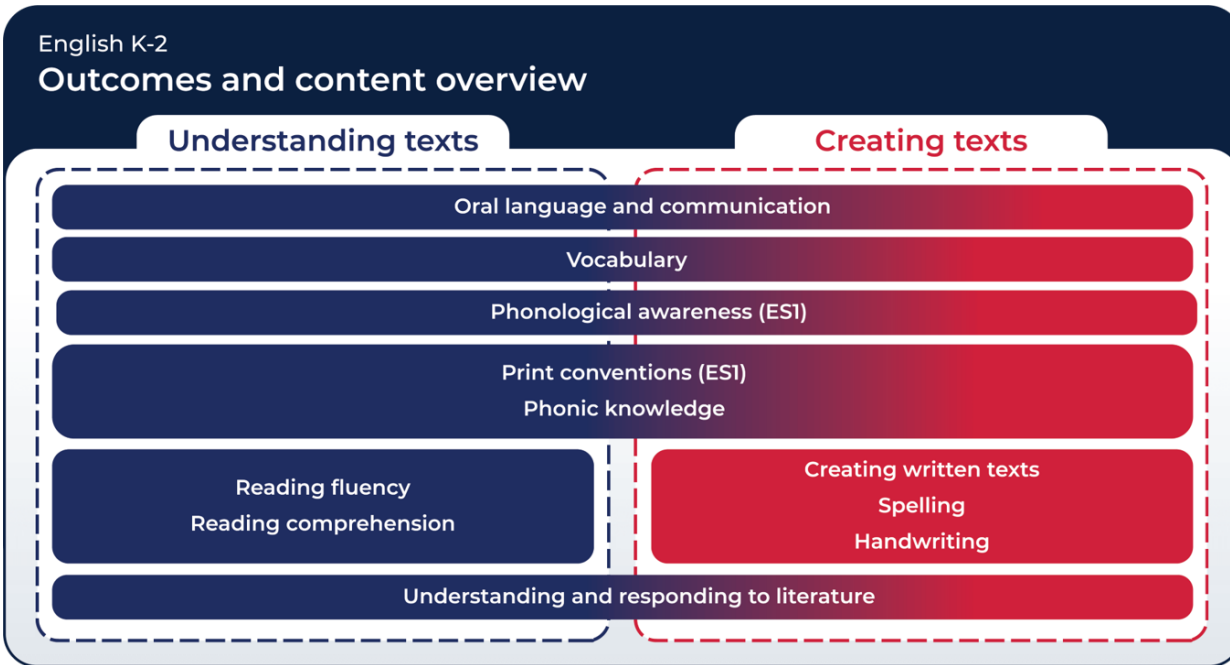
- Spelling and handwriting are important components of writing fluency.
- Component skills of writing are used to create informative, persuasive and imaginative texts.



- Vocabulary knowledge influences reading, writing and oral language development.
- Language is represented in spoken, written, nonverbal, symbol and gestural forms

New structural features of the syllabus

English K-2



No stage statements!






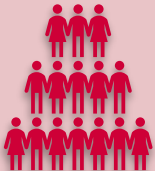




Support available





Primary support package

Target audience – classroom teachers

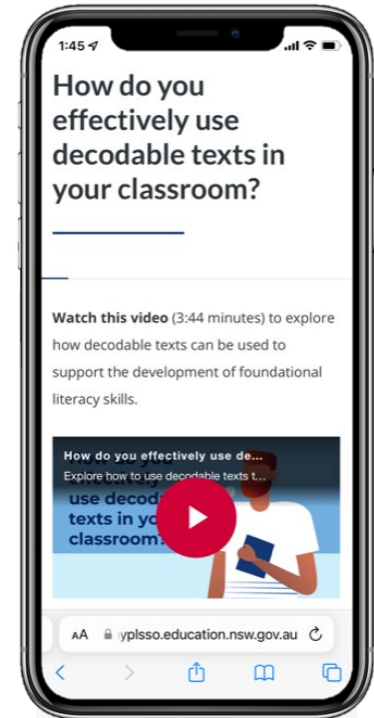
Microlearning	Syllabus mapping tools	Scope and sequences	Units	Annotated work samples	Other
<p>A range of short, practical professional learning modules to support engagement with and enactment of new syllabuses.</p> <p>Flexible – can be completed in any order and at any time as an individual or with colleagues.</p>	<p>Supports staff to track coverage of syllabus outcomes (and new syllabus elements) against coverage outlined in the scope and sequence.</p> <p>Excel document with each Stage of learning included as a separate tab.</p>	<p>A summary of what is to be taught, the sequence in which it will be taught, and the syllabus outcomes that may be addressed in the intended learning.</p>	<p>A plan of the intended teaching and learning.</p> <p>2 week duration for all English and mathematics K-2 units.</p> <p>Connected to relevant scope and sequences.</p> <p>Includes learning experiences and assessment.</p>	<p>Alignment with embedded assessment in units.</p> <p>Support teachers in developing consistent judgement of student achievement against state-wide standards.</p>	<p>Syllabus specific resources to support teachers in meeting requirements.</p>
<p>Developed by curriculum experts</p> 	<p>Rigorous state-wide consultation</p> 	<p>Tested by NSW DoE teachers and schools</p> 	<p>Contemporary evidence base</p> 	<p>Meets DoE policy requirements</p> 	<p>Adopt and adapt for context and needs</p> 

Microlearning

English K-2

Features

- 11 modules organised into 4 groups.
- Enables teachers to engage with and enact the syllabus.
- Leverages the evidence base of the syllabus.
- Flexible online delivery – independent or collaborative.
- 20 min each.
- Complete in any order at any time.
- Aligned with HIPL model.
- Includes check points for understanding.
- Finishes with ideas for where to next.
- Contributes towards NESA elective professional development.
- Access via MyPL – [NR32968](#).



Syllabus mapping tools

English K-2

Features

- Tracks coverage of outcomes against suggested content outlined in scope and sequences.
- Excel document with Early Stage 1 and Stage 1 as separate tabs.
- Identifies gaps and duplications.
- Enhances teacher decision making to support student learning.
- A practical teacher time-saver.
- Useful for SSP and multi-age contexts.

Stage 1 - English			Term 1									
Content	Outcome code	Outcome Statement	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral language and communication	EN1-OLC-01	communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions										
Vocabulary	EN1-VOCAB-01	understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas										
Phonic knowledge	EN1-PHOKW-01	uses initial and extended phonics, including vowel diagraphs, trigraphs to decode and encode words when reading and creating texts										
Reading fluency	EN1-REFLU-01	sustains reading unseen texts with automaticity and prosody and self-corrects errors										
Reading comprehension	EN1-RECOM-01	comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning										
Creating written texts	EN1-CWT-01	plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure										
Spelling	EN1-SPELL-01	applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts										
Handwriting and digital technologies	EN1-HANDW-01	uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts										

Scope and sequences

English K-2

Features

- One way of sequencing learning to satisfy syllabus requirements.
- A summary of what is taught and the sequence in which it is taught.
- Identifies key concepts and skills, as well as the content focus for each term.
- Flexible and fluid – can be adapted to reflect student needs.
- Address all outcomes for each stage of learning.
- Leverages new structural elements from the syllabus – focus areas and content groups.
- Meets NESA and DoE policy requirements.
- Saves teachers time by providing a strong foundation for whole-school and stage-based curriculum planning.



Scope and sequences

Leveraging new structural elements

Focus area – used to structure a syllabus and support teachers in planning scope and sequences and units. Includes one or more outcomes and associated content.

Outcome – concise statements of the essential knowledge, understanding and skills that students are expected to demonstrate. They represent a progression of learning and provide a base for students to move forward to the next stage of learning.

Reading fluency

EN1-REFLU-01 – sustains reading unseen texts with automaticity and prosody and self-corrects errors.

Table 5 – Term-specific content points for Reading fluency. Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

Term 1	Term 2
Automaticity <ul style="list-style-type: none"> apply grapheme–phoneme correspondence to read words with automaticity. Prosody <ul style="list-style-type: none"> use sentence punctuation to enhance reading in a conversational manner adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud. 	Automaticity <ul style="list-style-type: none"> read aloud with an easy speech rhythm self-correct when fluency and/or meaning is interrupted. Prosody <ul style="list-style-type: none"> vary pace when reading according to the audience and purpose.

Reading comprehension

EN1-RECOM-01 – comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning.

Table 6 – Term-specific content points for Reading comprehension.

Term 1	Term 2	Term 3	Term 4
Activating word meaning <ul style="list-style-type: none"> use known vocabulary to build a mental model of the content of the text understand vocabulary that signals humorous wordplay in texts. Understanding and connecting sentences <ul style="list-style-type: none"> make an inference by connecting the meaning of words across sentences and/or paragraphs. 	Activating word meaning <ul style="list-style-type: none"> use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words. Understanding and connecting sentences <ul style="list-style-type: none"> identify pronouns linked to nouns within and across sentences and/or paragraphs. Understanding whole text <ul style="list-style-type: none"> use navigation pathways, including 	Activating word meaning <ul style="list-style-type: none"> draw on sources to seek clarification for unknown words. Understanding and connecting sentences <ul style="list-style-type: none"> know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message know the meaning and purpose of 	Monitoring comprehension <ul style="list-style-type: none"> identify when meaning is not complete and/or contradicts prior understanding re-read words, phrases or sentences to check and clarify precise meaning ask a clarifying question when more background knowledge is needed to make an inference. Recalling details

Content group – used to cluster related content associated with an outcome. There may be multiple content groups for each outcome.




Content points – related to focus area outcomes. They describe the intended learning for each outcome, including the breadth and depth of students’ learning. They also provide explicit detail of the knowledge, understanding and skills that students need to demonstrate the outcome.

Units

English K-2

Features

- Connected to scope and sequences, 2 weeks in duration.
- Flexible and fluid – can be adapted to reflect student needs.
- Leverages new structural elements from the syllabus, such as focus areas and content groups.
- Includes an overview, instructions and teacher notes.
- Teaching and learning components with planning scaffolds and teaching advice.
- Embedded assessment and differentiation opportunities.
- Value-add features, such as learning intentions and success criteria.
- Evidence based strategies.
- Rigorous consultation and quality assurance.
- Tested by NSW teachers.
- Meets NESA and DoE policy requirements.

	English K-2
Early Stage 1	 x 20
Stage 1	 x 40
K-2 multi-age	 x 40

PAUSE

[English K-2 support packages](#)

GPC instructional sequence

Grapheme-phoneme correspondences (GPCs) – organised in clusters to support the development of phonic knowledge.

Coding identifies repeated content and the inclusion of less frequently used grapheme representations.

Grapheme	Phoneme	IPA	Sample words	Supporting information for teachers
a	/ay/ say	/eɪ/	basic, crayon(<u>s</u>), apron(<u>s</u>)	The single-letter grapheme 'a' makes a long vowel sound when positioned at the end of a syllable. Compare to /ee/ represented as 'e' at the end of a syllable.
ey [#]	/ay/ say	/eɪ/	they, grey, prey, hey	These are less frequently used digraphs (alternative spellings) to represent the phoneme /ay/.
ea [#]	/ay/ say	/eɪ/	great, break-breaks-breaking, steak	
Consolidate				
e_e [*]	/ee/ me	/i:/	theme, compete, concrete, complete	Compare the split digraph and vowel digraph patterns for /ee/ with previously learnt GPCs for /ay/.
ea [*]	/ee/ me	/i:/	teach(es <u>s</u>), clean-clean <u>s</u> -cleaning-cleaned, dream-dream <u>s</u> -dreaming, mean, stream(<u>s</u>), squeal-squeal <u>s</u> -squealing-squealed	Introduce blending and segmenting through-the-word for CCVCC (trust), CCCVC (street) and CCCVCC (scrunch) words when possible.
	/ee/ me	/i:/	street(s), three, fifteen, sixteen	
	/ee/ me	/i:/	me, even, maybe, between, be/bee	The single-letter grapheme 'e' makes a long vowel sound when positioned at the end of a syllable.

Supporting information for teachers – used to explicitly reference the language of the syllabus and to make connections between focus areas, including Spelling.

International Phonetic Alphabet (IPA) symbols – provide the correct pronunciation of phonemes in Standard Australian English.

Sample words – lists of words containing the target GPC. Previously learnt GPCs are included in words for cumulative review. Morphemic knowledge is provided for embedded opportunities to develop word building skills.

[Other English K-6 resources](#)



K-2 mathematics





Key messages

Mathematics K-2

- Implementation began in some schools in 2022 and the syllabus will be taught in all NSW primary schools in 2023.
- Streamlined content makes clear essential knowledge, skills, and understanding.
- Importance of reasoning in strengthening foundational mathematical skills.
- Overarching working mathematically outcome highlights interrelated processes of reasoning, communicating, problem-solving, fluency and understanding.
- Outcomes reflect connections across and within mathematics concepts of number and algebra, measurement and space, statistics and probability.
- A greater focus on mathematical metalanguage to support learning and understanding.
- National Numeracy Learning Progressions version 3 are mapped to content.



The evidence base

Mathematics K-2

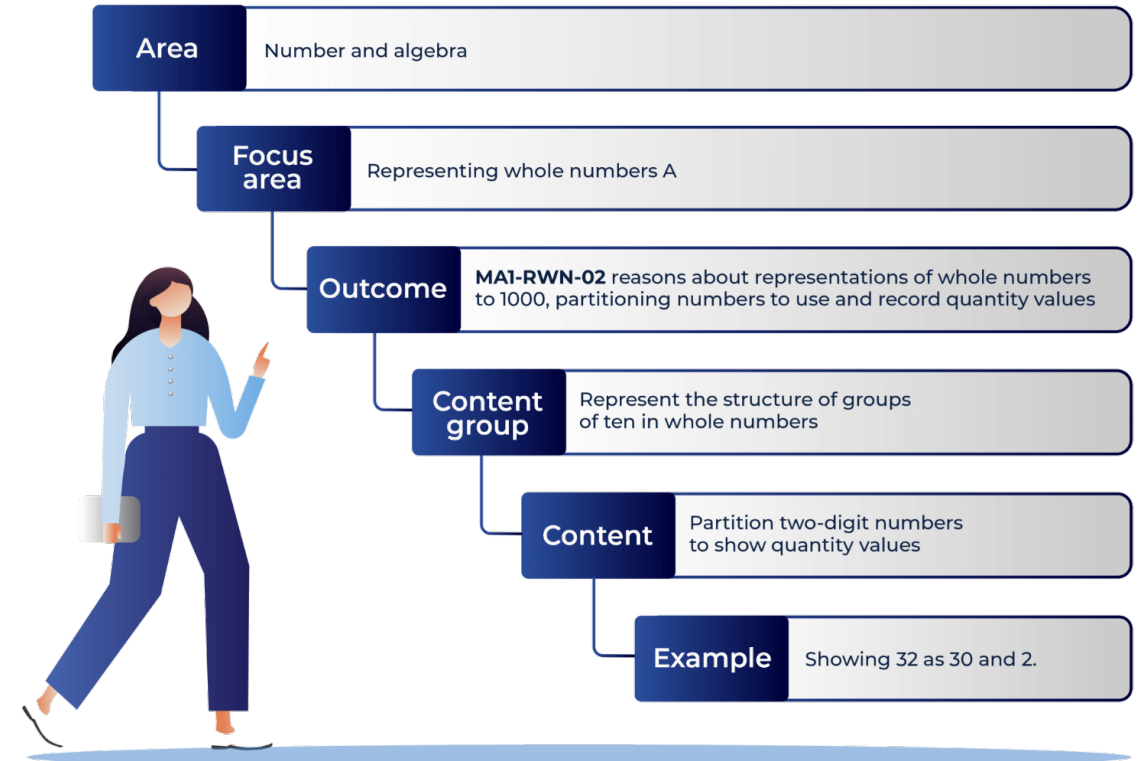
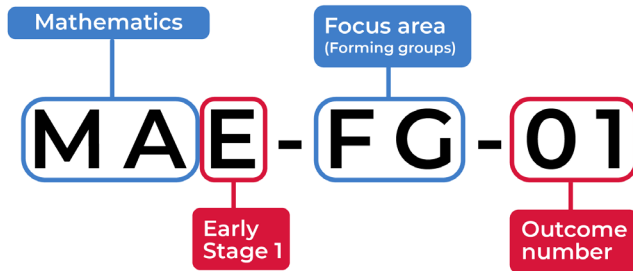
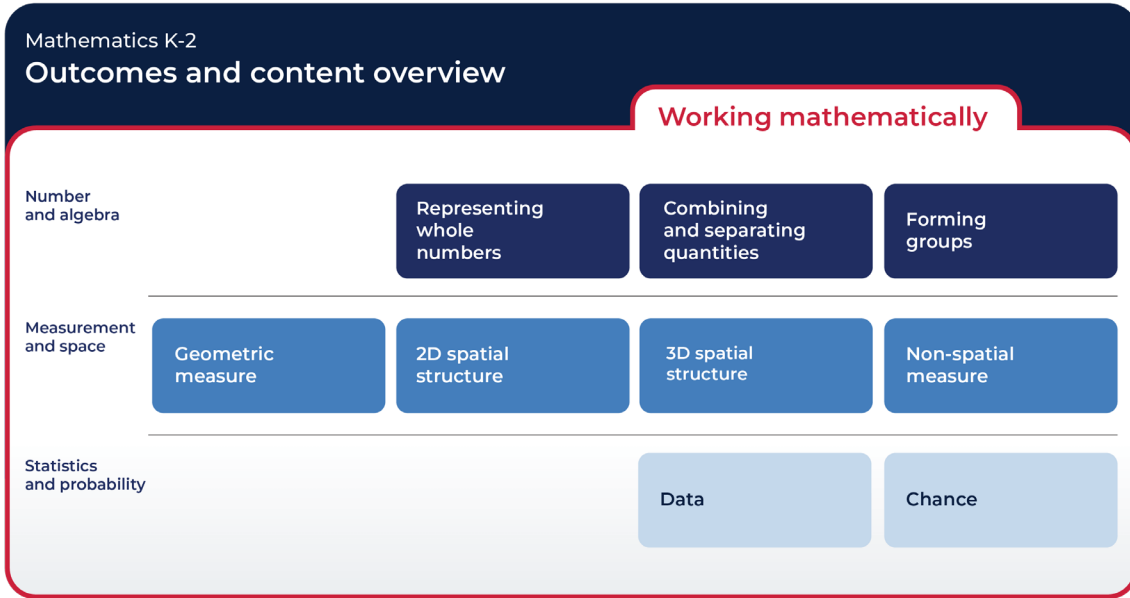
The evidence base highlights the importance of

- The coordinated development of the working mathematically processes
- Making connections between mathematical ideas
- Focusing on the language and vocabulary of mathematics
- Mathematical reasoning.



New structural features of the syllabus

Mathematics K-2











Support available





Primary support package

Target audience – classroom teachers

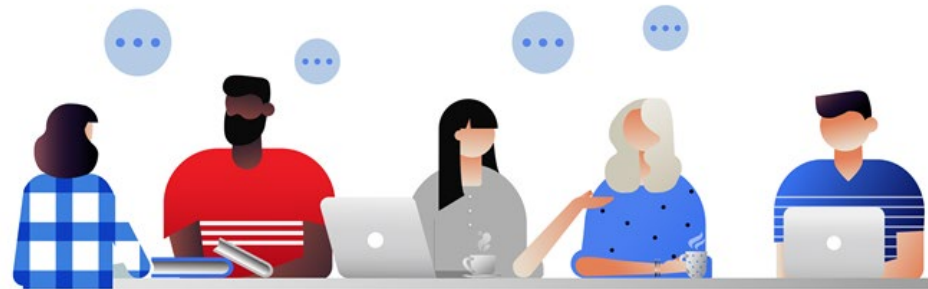
Microlearning	Syllabus mapping tools	Scope and sequences	Units	Annotated work samples	Other
<p>A range of short, practical professional learning modules to support engagement with and enactment of new syllabuses.</p> <p>Flexible – can be completed in any order and at any time as an individual or with colleagues.</p>	<p>Supports staff to track coverage of syllabus outcomes (and new syllabus elements) against coverage outlined in the scope and sequence.</p> <p>Excel document with each Stage of learning included as a separate tab.</p>	<p>A summary of what is to be taught, the sequence in which it will be taught, and the syllabus outcomes that may be addressed in the intended learning.</p>	<p>A plan of the intended teaching and learning.</p> <p>2 week duration for all English and mathematics K-2 units.</p> <p>Connected to relevant scope and sequences.</p> <p>Includes learning experiences and assessment.</p>	<p>Alignment with embedded assessment in units.</p> <p>Support teachers in developing consistent judgement of student achievement against state-wide standards.</p>	<p>Syllabus specific resources to support teachers in meeting requirements.</p>
<p>Developed by curriculum experts</p> 	<p>Rigorous state-wide consultation</p> 	<p>Tested by NSW DoE teachers and schools</p> 	<p>Contemporary evidence base</p> 	<p>Meets DoE policy requirements</p> 	<p>Adopt and adapt for context and needs</p> 

Microlearning

Mathematics K-2

An introduction to the mathematics K-2 syllabus	Teaching through working mathematically and the proficiencies	Planning for learning in mathematics	Monitoring, assessing and reporting in mathematics
1. An overview of the effective principles for mathematics instruction	4. Working mathematically and reasoning	7. Facilitating effective mathematical discussions	10. An introduction to effective assessment practices in mathematics
2. An overview of the Mathematics K-2 syllabus	5. The role of rich mathematical tasks	8. Developing and using flexible scope and sequences	11. Embedding formative assessment opportunities in mathematics
3. An introduction to the connectionist approach	6. Supporting students to develop reasoning	9. Designing and teaching a mathematics unit	12. Embedding summative opportunities in mathematics
			13. Reporting to parents and carers (Mathematics K-2)

[Professional learning – Mathematics K-2](#)



Scope and sequences

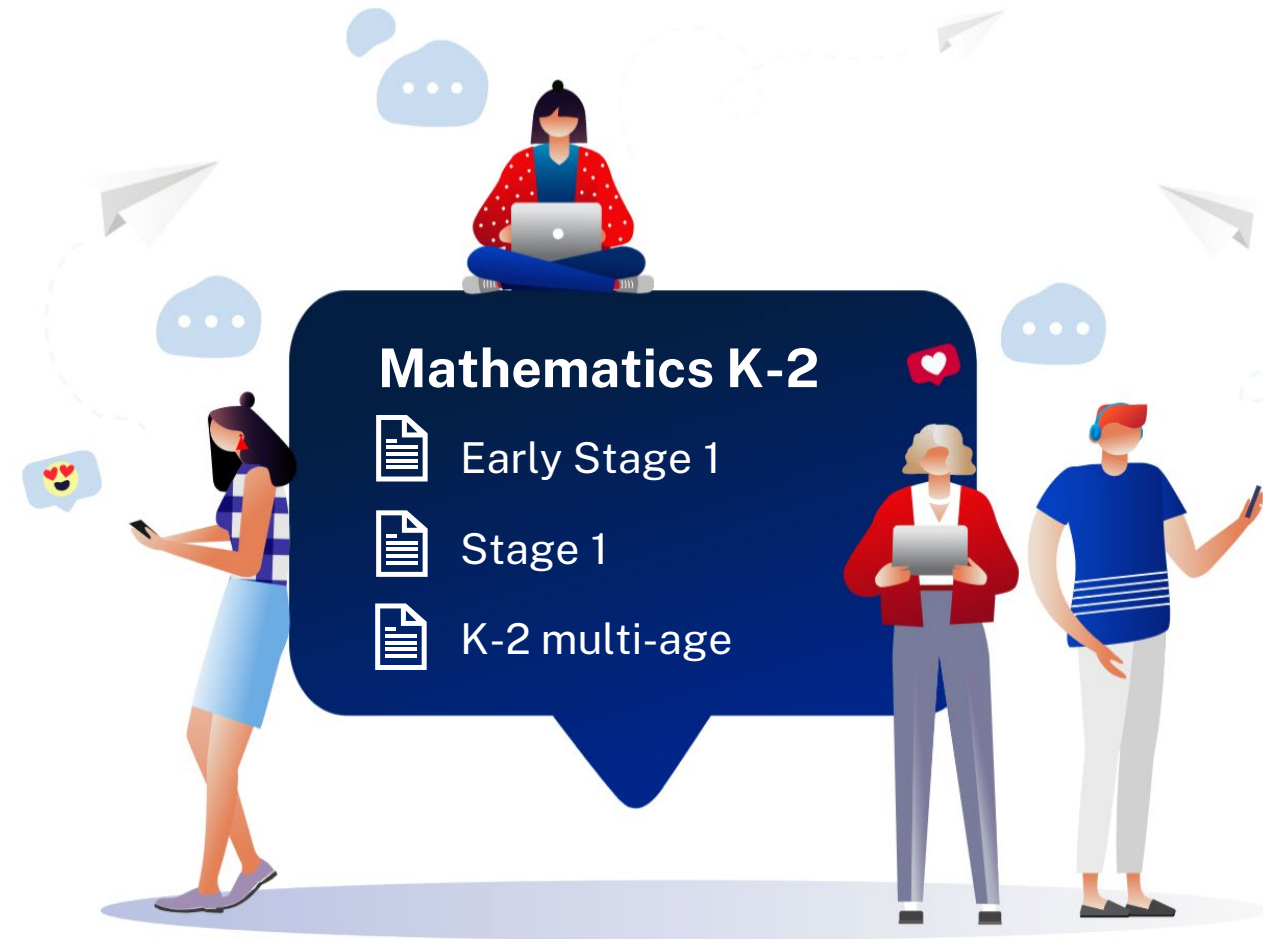
Mathematics K-2

Features

- One way of sequencing learning to satisfy syllabus requirements.
- A summary of what is taught and the sequence in which it is taught.
- Identifies key concepts and skills, as well as the content focus for each term.
- Addresses all outcomes for each stage of learning.
- Leverages new structural elements from the syllabus.
- Based on a connectionist approach.

Mathematics K-6 Scope and sequences

PAUSE



Scope and sequences

Leveraging new structural elements

Focus areas – used to structure a syllabus and support teachers in planning scope and sequences and units. They include one or more outcomes and associated content.

Duration		Big ideas	Syllabus areas	Outcome codes and focus areas	Content groups
Year A Term 1 Learning sequence 1		Collections of ten are really useful	Number and algebra	MA1-WM-01, MA1-RWN-01, MA1-RWN-02 Representing whole numbers A	Use counting sequences of ones with two-digit numbers and beyond Continue and create number patterns Represent numbers on a line Represent the structure of groups of ten in whole numbers
				MA1-WM-01, MA1-RWN-01, MA1-RWN-02 Representing whole numbers B	Use counting sequences of ones and tens flexibly Form, regroup and rename three-digit numbers
				MA1-WM-01, MA1-CSQ-01 Combining and separating quantities A	Use advanced count-by-one strategies to solve addition and subtraction problems Recognise and recall number bonds up to ten Use flexible strategies to solve addition and subtraction problems Represent equality
				MA1-WM-01, MA1-CSQ-01 Combining and separating quantities B	Represent and reason about additive relations Use knowledge of equality to solve related problems
			Measurement and space	MA1-WM-01, MA1-2DS-01 Two-dimensional spatial structure A	2D shapes: Recognise and classify shapes using obvious features
				MA1-WM-01, MA1-2DS-01 Two-dimensional spatial structure B	2D shapes: Represent, combine and separate two-dimensional shapes
			Statistics and probability	MA1-WM-01, MA1-DATA-01, MA1-DATA-02 Data A	Ask questions and gather data Represent data with objects and drawings and describe the displays
				MA1-WM-01, MA1-DATA-01, MA1-DATA-02 Data B	Identify a question of interest and gather relevant data Create displays of data and interpret them

Content groups – used to cluster related content associated with an outcome. There may be multiple content groups for each outcome.

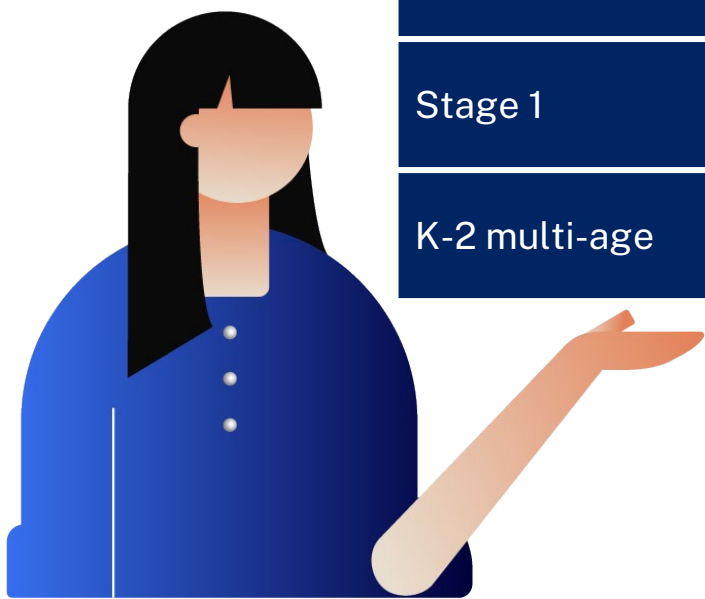





Units

Mathematics K-2



PAUSE



	Mathematics K-2
Early Stage 1	 x 20
Stage 1	 x 40
K-2 multi-age	 x 40

Features

- Connected to scope and sequences. 2 weeks in duration.
- Flexible and fluid – can be adapted to reflect student needs.
- Leverages new structural elements from the syllabus.
- Includes a unit description and duration, aligned to syllabus outcomes and content.
- Lesson overviews, with core concepts, learning intentions and success criteria, activities, indicative times, prompts, ideas for differentiation and assessment suggestions.
- Teacher and student resources and references.
- Embedded assessment and differentiation opportunities.
- Tested by NSW teachers.
- Meets NESA and DoE policy requirements.

[Mathematics K-2 support packages](#)