



The Wilkie Way

Newsletter December 2022

www.wilkieway.co.nz

The rhetoric around the new curriculum is very nice but will it make a difference? The potential has to be there but it will still come down to the depth of knowledge and beliefs of the teacher in front of the class and the level of support provided to the teacher to continually increase their knowledge of the mathematics and understanding of the intent of the new curriculum as applied to the delivery of mathematics and statistics.

A lot of emphasis is put on actions required by school leaders but at the same time the position of in school teachers has been pulled from the kahui akos. These are the very people who have had a little extra money (but not necessarily extra time) to assist their colleagues to make improvements in their practice. We wait with baited breath for details on the Common Practice Model.

I mentioned last month that progress steps were being written for the intervening years but at the PLD webinar on the curriculum overview I heard that there are no progress steps for intervening years. However on page 23 of the document it clearly states progress steps are being developed based on current research but do they mean the end of phase progress outcomes?

Whatever happens it is clear that teachers are still expected to design and resource a learning programme from the given progress outcomes and there is going to be a clear expectation that the majority of students meet the expected progress outcomes. If students don't then what learning support is going to be put into place for them?

I am currently realigning all my progressions to the phases and finding that the links to Maths Aotearoa do not change.

Phase Years 0 - 3	Phase Years 4 - 6	Phase Years 7 - 8
Maths Aotearoa Books 1a & 1b Books 2a & 2b	Maths Aotearoa Book 2b Books 3a & 3b	Maths Aotearoa Books 4a & 4b (Some content of 4b aligns to progress outcomes for year 10 so enough for those onto it students)



The teacher books are designed to be used as a base from which to build your own local curriculum.

Student resources are also available, and the teacher books also reference further resources (e.g. Figure it Out & Wilkie Way)

Professional development support for implementing the new curriculum will come through the central funding applications so make sure you make an application in Term 1 (if you didn't in term 4 - applications have now closed) Local curriculum design must continue as a National Priority I would think.

Unfortunately I have heard of schools having reduced hours allocated for PLD - probably a reflection on more schools applying but no extra funding.

If you are looking for a facilitator to help you get to grips with the new curriculum and with the Mathematics and Statistics learning area in particular then please contact me asap.

Availability is on a first come first served basis and if current requests get their funding I will be available from second half of term 2 2023 onwards. (charlotte@ncwilkinsons.com)

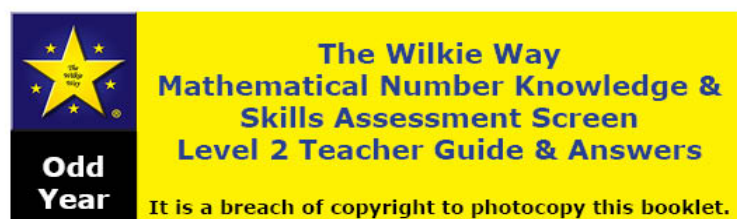
Are your current students on track to meet requirements of the new phase progress outcomes?

Each phase clearly states what students should know and be able to do by the end of each phase. I have looked at the current assessment screens and with very few alterations the current level 2 screen would be the screen for typical end of year 3 students. This screen carried out at the beginning of the year would give you a clear idea of what students needed to learn during the final year of phase 2 in order to meet the demands of phase 2. I would be hesitant to use this screen with most year 2 students because of the maturity of students but I will be looking at the current level 1 screen as a progress marker.

The current level 3 screen would give future learning guidance for years 4 - 6. A few alterations will be needed to add in the demands of this phase by the end of typical year 6

The current level 4 screen would be the screen to use for phase years 7 - 8.

The screens will not change until 2024.



This screening assessment is designed by Charlotte Wilkinson. A private education consultant specialising in the teaching and learning of primary mathematics. (MOE Accredited ID 654)

The purpose behind the mathematical screening assessment is to find out what your students know to ensure a firm foundation for the building of further mathematical concepts. The screening will also show up specific weak areas or areas not yet covered in the classroom programme within the level band that will require further teaching and learning experiences.

The areas of mathematics screened in this assessment are:

Whole Numbers	Can name columns (up to 5 digits), expand up to 4 digit numbers. Knows 10 more/10 less, groups of 10 in 2 & 3 digit numbers, groups of 100 in 3 & 4 digit numbers. Can round numbers to closest 10 or 100.
Addition & Subtraction	Basic addition & subtraction facts to 10, teens & doubles. Recalls or derives facts to 20. Can add and subtract 2 digit numbers.
Multiplication & Division	Can make equal groups. Understands multiplication as repeated addition. Recognises an array to represent multiplication and knows multiplication is commutative. Understands a division statement as equal grouping or equal sharing. Recalls or derives multiplication & division facts.
Fractions	Recognises half as two equal parts. Identifies a unit fraction of a shape or quantity. Writes non unit fractions. Understands half as a counting unit, the denominator represents the size of the unit in relation to the whole, the numerator as how many units. Fractions as a result of a division (sharing). Relationship between fractions, multiplication & division.

This screening assessment can be used to identify groups of students with common weaknesses to create targeted intervention booster groups. Students scoring in the level 3 band should be re-screened using the Level 3 assessment screen to provide information for teaching and learning next steps.

	Mid Level 1	Upper Level 1	Early Level 2	Mid Level 2	Upper Level 2	Early Level 3
Overall Score	0 - 8	9 - 24	25 - 50	51 - 74	75 - 90	91 - 100
Whole Number PV	0 - 2	3 - 5	6 - 14	15 - 22	23 - 26	27 - 30
Add/Sub	0 - 2	3 - 7	8 - 14	15 - 22	23 - 24	25 - 26
Mult/Div	0 - 1	2 - 5	6 - 11	12 - 16	17 - 22	23 - 24
Fractions	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 20

Further copies of this teacher guide may be accessed from the members area of www.wilkieway.co.nz.

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For 2023 the current level 1, 2, 3, 4 Odd year screens are available for pre order, (15% discount) delivery and payment term 1 2023.

Please complete and return the attached order form or download a pre order form from <https://www.wilkieway.co.nz/blog/>

New Resources for Wilkie Way Members

Subscriptions purchased at the online store at www.wilkieway.co.nz

Individual \$50 - paid via paypal

NZ School paid via invoice - complete form at online store
 Under 30 Students \$50 + GST 30 to 100 students \$150+GST
 101 - 300 students \$250 + GST 301- 500 students \$350 +GST
 501 - 700 Students \$450 + GST 701+ Students \$550 + GST
 Non NZ School \$650 - paid via paypal



Learning Phase	Fractional Knowledge and Concepts	Language & Symbols	Use of Fractions	Maths Aotearoa
Phase Years 0 - 3	Recognise half as two equal parts of a shape or set Partitioning a quantity into equal quantities Knows halving as making two equal groups	Fraction: half, halves, halving, fair, quarter, quarter, equal share, share equally between, three quarters, three fifths, sixth, eighth	Equal sharing Divides & halves Reflective symmetry Half and quarter turns	Ta: Unit 4 10: Unit 2
	Can use half as a counting unit - on a number line Knows 2 halves is equivalent to 1 whole Knows 4 quarters is equivalent to 1 whole Knows 5 fifths are equivalent to 1 whole Knows 6 sixths are equivalent to 1 whole Knows 8 eighths are equivalent to one whole Understands fractions are created as result of an equal share	A whole has been equally split into numerator - on how many of these parts unit fraction - a fraction with 1 as the numerator names for all unit fractions (patterns of -ths) symbols ½, ¼, ⅓, ⅕ and all unit fractions	Measures with half and quarter units Reflective symmetry Half and quarter rotations for giving directions and reading time on an analogue clock	10: Unit 3 2a: Unit 4 Chapter 13 Chapter 14 2a: Unit 7 Chapter 22 2a: Unit 8 Chapter 22 2b: Unit 4 Chapter 12 Chapter 13
	Understand the size of the fractional parts is dependent on the size of the whole Understand the fractional quantity is dependent on the number being partitioned Compare unit fractions of a region, understanding the greater the number of parts needed to make the whole, the smaller each individual part will be Can place and compare unit fractions on a measurement scale (number line) Knows repeated halving creates quarters, eighths, sixteenths etc Add unit fractions with like denominators		Beginning to see a relationship between multiplication and fractions	

All progressions on the Wilkie Way website will be updated to align to the new curriculum phases.

The first to be completed is the Fractions progressions as Rational numbers play a very big part in the number section.

I have advocated for some time that fractions are numbers and not a topic and should feature every term.

December Featured Resource

Student Resources: Special Occasions Heading

10 Christmas Themed Resources to ensure relevant practice and mathematical thinking opportunities

Snowman Addition Grids

2	5	7
3	3	6
5	8	

Snowman Multiplication Grids

4	6	24
4	3	12
16	18	

A Wilkie Way Christmas Problem

Santa left 24 presents for the children. They all had the same number of presents. How many presents did they have each if there were:

- 2 children
- 3 children
- 4 children
- 6 children
- 8 children
- 12 children

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A Wilkie Way Christmas Problem

Santa left 24 presents for adults and children. There are the same number of children as adults. (The children have the same number of presents each and the adults have the same number of presents each)

Each child has twice as many presents as each adult. How many adults and how many children have presents from the 24 presents left by Santa?

How many presents do the adults have each?
How many presents do the children have each?

The Wilkie Way Christmas Colouring

Eight different pictures to colour in

Open a present

How to play: You will need a friend to play with, two dice and counters, a different colour for each player. Take it turns to roll the two dice, add the dice numbers together and put a counter on any one of the eight counters on the grid. Try and get three counters in a row to win a present! How many presents can you win?
Designed by Charlotte Wilkinsons

12	8	6	3	5	6
5	6	4	9	8	10
7	8	5	10	9	7
11	7	6	8	7	12
8	4	7	10	4	2
2	6	3	9	9	11

Fill your sack! How to play: You will need a dice and a counter to move around the outside and some money counters for your sack. Roll the dice and move around the outside either way from The Wilkie Way. If you land on a square with a total of 10 then put a counter in your sack. The first player with 10 counters on their sack can go down the driveway and see the game.

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The Wilkie Way Teacher Challenge



Father Christmas had three sacks of presents left to deliver.

The number of presents in each sack is a multiple of 7

The first and second sack have a total of 70 presents.

The first and third sack have a total of 56 presents.

The second and third sack have a total of 84 presents.

How many presents are in each sack?

How many presents has he got left to deliver?



Wishing you all a well deserved and relaxing summer holiday.



See you all again in 2023