

Consider your long-term plan in relation to the mathematics framework (years 1-8)

This activity is intended to support teachers to use the mathematics framework to consider the breadth of their mathematics and statistics programme. The framework provides a way for teachers to check that they are comprehensively covering the learning area and that they have the information needed for reporting purposes, including making judgments within PaCT. It can be carried out by a syndicate or by an individual teacher.

This activity is based on the assumption that teachers are going to use PaCT to inform mid- and end-of-year reports. Consequently the planned programme needs to provide opportunities to notice how students are achieving across all aspects of the mathematics framework within each reporting period.

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| **1.** | **Use the template provided to review your long-term plan:**  |
| 1. List the units of work that are in your long-term plan for terms 1 and 2 (or terms 3 and 4). Your units may be based on strands or sub-strands of the curriculum, on themes that cover multiple strands, or may be part of a cross-curriculum inquiry. Add as many rows to the plan as you need to record the units for each term.
2. Identify the aspect/s of the mathematics framework that are the main focus for each unit of work. Identify these with an “f”.
3. For each unit of work, identify any other aspect/s of the mathematics framework where there may be an opportunity to notice how students are achieving. For example, a measurement unit focused on area and volume will provide opportunities to notice students multiplicative thinking capabilities. Identify these with an “o”.
4. Decide when you are best placed to make aspect judgments in PaCT. We suggest that you make judgments on one or more aspects when you have completed a unit. If you have focused on an aspect more than once in the two terms then choose the focus that is closest to the reporting time. Highlight these aspects.
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| **2.** | **Reflect on your completed programme review:** |
| 1. Does your programme cover all of the aspects of the mathematics framework? If not, how could you adapt it to ensure you are providing a comprehensive coverage?
2. Which aspects are not covered in-depth in this two-term plan? How will you address these in the next two-term plan?
3. Do most of your planned units cover more than one aspect? If not, can you think of ways to make more connections across the aspects within your units so that your programme is less “siloed”?
4. Has this activity made you re-consider your approach to long-term planning? If yes, how might you change your approach?
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As an example we have completed the template using a long-term plan published as a case-study on nzmaths which uses nzmaths units of work (<https://nzmaths.co.nz/sites/default/files/2019-10/Rongotai_Y8LongTermPlan.pdf>)

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| **Term 1** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols & expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical & chance situations** |
| 1-2 | Figure me out(thematic unit) |  | f |  | o |  | o |  | o |
| 3-5 | Multiplication and division: Pick’n’Mix 1What’s going on? (Properties of mult & div) |  | f |  | f |  |  |  |  |
| 6-8 | Solving linear equations |  | o | f | f |  |  |  |  |
| 9-10 | Getting partial to fractions. | f | f | o |  |  |  |  |  |

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| **Term 2** | **Unit** | **Additive thinking** | **Multiplicative thinking** | **Patterns & relationships** | **Symbols & expressions** | **Geometric thinking** | **Measurement sense** | **Statistical investigations** | **Interpreting statistical & chance situations.** |
| 1-2 | All about angles |  |  |  |  | o | f |  |  |
| 3-4 | You can count on squares |  |  | f | f | f |  |  |  |
| 5-6 | Getting partial to fractions of sets |  | f |  |  |  |  |  |  |
| 5-8 | Advertising and food choices (Health and PE unit) |  |  |  |  |  |  | o | o |
| 7-8 | Spaced out by volume. |  | o |  |  |  | f |  |  |
| 9-10 | Matariki (integrated unit). |  |  | f |  | f | f |  |  |

**Key:** f (the unit focuses on this aspect), o (while the aspect is not a focus of the unit there are opportunities to notice student achievement),
 aspect judgments planned for the end of the unit.

Template

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