



# Doreen Primary School

## Extension Policy and Program

### Rationale:

The extension program at Doreen Primary School has been designed to be sequential, developmental and to ensure the extension of all areas of the curriculum. This program provides relevant topics and activities that allow children to apply learned knowledge across all areas of the curriculum. In applying learned knowledge, students are given the opportunity to make connections and develop a comprehensive understanding of the curriculum. Enquiry based learning and practical tasks will ensure the engagement and extension of all students at all achievement levels. Due to the open ended nature of most activities, all students are given the opportunity to further extend their outcomes and enhance their learning capacity.

### Aims:

The Extension program aims to:

- Develop independent, self-motivated, resourceful and resilient learners
- Provide open ended activities which develop knowledge in a relevant way
- Develop skills and strategies which enhance learning and participation in the real world
- Provide interaction and co-operation with others
- Allow students to adapt knowledge learned to practical situations
- Cater for different skills, interests and abilities
- Recognise and value the individual learner
- Allow all children to have access and success with these activities, relevant to their individual progress levels

## Implementation:

- To maintain a caring, safe, ordered and stimulating learning environment in which the individual needs of all students are considered carefully, and appropriately catered for.
- We endeavour to provide our students with a secure learning environment free from harassment, and one in which individuals are treated with respect, courtesy and care.
- A focus on sequential and developmental programs in literacy, numeracy and Specialists programs, that are consistent across the whole school is encouraged.
- The creation of a positive school culture that is fair and respectful for all is a must for a school to be an effective learning environment.
- When schools and teachers set **high expectations and develop authentic relationships** then student confidence, curiosity and commitment to education increases and the school's ethos and culture deepens and curiosity can flourish.
- When explicit teaching occurs, students are engaged in developmental and sequential programs that build scaffolding for extension into Enquiry based activities.
- Allowing children to reach their full potential across many curriculum areas. Through a rich and diverse curriculum, allowing for the diverse talents, skills and interests of our students.

## Evaluation:

When teacher directed instruction becomes more **Inquiry focused** the level of student engagement and achievement increases. This is the foundation stone for high quality teaching and the development of curiosity. A greater emphasis on inquiry leads to improved achievement and curiosity is enhanced. Inquiry Style teaching must be anchored with knowledge and skills that allow for this approach, otherwise students will flounder and lose confidence in their abilities.

# FOUNDATION

LITERACY		NUMERACY		INTEGRATED	
ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION
Writing	No extension group as yet Those who are showing above average standards are able to source paper and pencil to do free writing activity		Number is the only thing covered during the first term. All children are currently able to count and are slowly becoming acquainted to with the “meaning” of number. Encouraged to count items and draw one to one correspondence, sorting and grading.		All about my world in prep and the new start to the school year.
Spelling	Those students that are showing a degree of writing skills are encouraged to use phonetic spelling in their free writing both at school at home of three letter words. A “spelling” list goes home with these extended children				
Reading	All children take books appropriate for their level home each night. All children read aloud to an adult each day and have access to wide variety of picture story books and participate in quiet reading time. They are also involved in model and shared reading. Able students also read their home reader book to the class,				

# GRADE 1

LITERACY		NUMERACY		INTEGRATED	
ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION
Writing	Story writing for two lessons per week. Extension group has higher expectations with punctuation, content, presentation, length. Publish with the help of grade 6 computer buddies or using the skills they have learnt with their buddies.	Number	Begin with place value and operations to 1000 (especially with the more capable). There is access to a wide variety of concrete counting and classifying materials available.	Australia	Looking after my community/ Reduce, Reuse, Recycle Students can be extended through designing their own posters to display and designing their own bins/ parks.
Spelling	Students working beyond the expected level for their spelling and whom have finished spelling all words on the Oxford lists begin learning their contractions and then move onto homophones. They are also extended using Grade 2 Sound Waves activities which makes the phonetic connection with spelling.	Maths Plus	Those working at a higher level are using the Grade 2 Maths Plus.	Culture	Each student completes an activity on a celebration they take part in. Students are extended through this activity by completing some writing to accompany their poster to present to the class.
Reading	All children take books appropriate for their level home each night. All children read aloud to an adult each day and have access to wide variety of picture story books. Be involved in shared, modelled and silent reading.	Maths Box challenge cards	Using Maths box Lime, students can work on extension questions.	The World	Students are encouraged to read about different animals and cultures to extend their learning. They can draw and write some accompanying sentences about their favourite ones.
Reading comprehension	Complete the Yellow comprehension box at the appropriate level, and then they progress onto the Blue box. Parents are also given a print out of comprehension questions to ask their child to extend reading knowledge and skills.	Open Ended Tasks	Children are encouraged with open ended task cards.	Technology	All students learn about the way technology has changed over time. Students are extended by being able to type their good copies of their writing once they have completed their drafts.

## GRADE 2

<b>LITERACY</b>		<b>NUMERACY</b>		<b>INTEGRATED</b>	
<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>ACTIVITY</b>	<b>DESCRIPTION</b>
Writing	Free story activities that require a story plan and degree of self-correction before publishing with illustrations	Place Value and 4 processes	Place value and the four processes are currently being extended to 1000 000 for the children that require extra work. Addition with carrying and subtraction with borrowing are introduced. Open ended tasks with the use of MAB and place value charts are used.	The World	Beginning with the local area and facilities then progressing to the state, the country and extension activities to the world. Children finding the Earth's place in the solar system.
Spelling	Three groups work with three different levels of Spelling skills using levels C ,D & E. Those being extended using E and Blue Box Comprehension box. All groups take spelling words home and are tested on their levels each Friday.				
Reading	All children take books which they select themselves and are encouraged to both read to themselves and to their parents. Selections are becoming more interest based. All children read aloud and or silently each day and have access to wide variety of picture, reference and chapter story books and participate in quiet reading time.				

## GRADE 3

LITERACY		NUMERACY		INTEGRATED	
ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION
Reciprocal Reading		Pathways Games		Science Experiment	Power Point Presentation <ul style="list-style-type: none"> <li>- Animations</li> <li>- Transitions</li> <li>- Import images, photos, videos</li> <li>- Voice over</li> <li>- Sounds</li> <li>- Timing</li> </ul>
Spelling Works/Rules At individual levels		Studyladder	online Children working at an advanced level		

In grade 3 we plan a differentiated curriculum across all learning areas. Students are placed into learning groups sometimes these groups are ability based, they are sometimes grouped for peer learning and sometimes friendship based.

At Doreen Primary School in F-2 the students are provided with an excellent foundation in literacy and numeracy. Grade 3 is the transition year between the lower and upper school and thus there are many concepts introduced formally for the first time. The children learn about writing genres, formalize reading strategies, introduce news article presentations and start to learn numeracy problem solving strategies.

Students are provided with many open ended tasks that will allow students to apply these skills so all students are extended to achieve their personal best. Each student will take the same open ended task to their individual level. Students are encouraged to challenge themselves and the tasks so that each student produces work that is individual and that they are proud of.

### LINKS



[MultiplicationThinkBoard.docx](#)



[Dinner for Eight.docx](#)



[TIME RAT L4.docx](#)



[Creating a Board Game.docx](#)



[Endangered Animal Project sheet.docx](#)



[Aboriginal People project.docx](#)

## GRADE 4

LITERACY		NUMERACY		INTEGRATED	
ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION
Comprehension Activities	These comprehension activities are based upon individual academic levels of each student and there is the ability to increase difficulty as the need arises. Students can be moved to the Green box and once this is complete can move onto the smaller card in the Green Box.	Maths Plus	If students have shown they are capable of meeting the standard expectations, they are extended to complete work set at a higher expectation from the Grade 5 or Grade 6 Maths Plus books.	Individual research Projects	
Study ladder -	This online program can be set at individual academic levels and there is room to increase the difficulty when the need arises.	Start up Maths	For various levels ranging from Grade 3 - Year 7	Themed Individual projects	T1 - An Australian landmark/place T2 - A Celebration T3 - A country T4 - A part/system of the body
Soundwaves	Soundwaves at different levels eg. Access to Grade 5 book and Grade 5 activities on the online platform.	Study ladder	This online program can be set at individual academic levels and there is room to increase the difficulty when the need arises.	ICT and animation	2Create 2animate Monkey Jam
Individual Projects	Student run research projects where choose a topic they are interested in and research the information to be able to present it in a way that meets their ability.	Advanced Maths	Different Levels By Harry O'Brien		
Book Reviews	Students are able to complete a book review to place on a book in the classroom/ library to share their thought on the text.	Maths box challenge cards.	Using Maths box Orange, students can work on extension questions. If students still need further extension they can work from Maths Box Aqua.		
		Holiday Project	Research a holiday with a set budget and constraints		

The option of completing extension activities is offered to all students.

When a student has demonstrated the ability to understand and complete work beyond the expected level, they are extended.

Once set classroom tasks have been completed, a student is able to work on extension activities.

GRADE 5					
LITERACY		NUMERACY		INTEGRATED	
ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION
Weekly Spelling words	Harder words available for all students to challenge themselves. Spelling activities are increasingly challenging and involve open ended questions	Maths Plus	If students are capable of meeting standard expectations, they are given a chance to complete work set at a higher expectation (grade 6 +).	Integrated unit projects	Research projects have basic expectations, however have the option of being extended upon to look deeper into topics.
Comprehension activities	Set at individual academic levels and have room to increase in difficulty when the need arises.	Christmas Dinner	Students are given a budget and need to 'purchase' Christmas dinner (minimum weight of food set) and presents for immediate family.	Coding	Students can present their integrated projects using Scratch or other coding languages if desired.
		Maths challenge cards.	Using Maths box AQUA, students can work on extension questions.		
Projects	Self directed research projects. Students choose a topic they are interested in and research information and present it in a way they deem appropriate.	Holiday Maths	Students will need to plan a holiday on a \$10,000 budget to anywhere in the world. Location, travel, hotels and sights are the minimum requiremt. Students can extend themselves by adding, local travel, food, visas, passport, itinerary etc)	Invention Convention	Students design and make an invention (non working representational model). They will cost their item and create a sales pitch for it. They will hten present it in front of the every class and some parents.
		Coding	Students are able to use their mathematical skills in a practical way when coding in Scratch, GameMaker Studio and code.org. Gamemaking provides extension activities in mapping, angles, the four processes, shape.		

All students have the option of completing extension activities.

If the students show the capacity to understand and complete work at a level higher than expected, their abilities are extended upon.

If students finish activities, they are given the opportunity to expand on their understanding of the topic, including open-ended activities.

GRADE 6					
LITERACY		NUMERACY		INTEGRATED	
ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION	ACTIVITY	DESCRIPTION
Individual Projects One per term	Child chosen topics etc. Enquiry based in that children are given Task Planning Sheets that help guide but encourage branching out. Self-Driven Open Ended Criteria is Student Driven Marks are based on simple criteria from Planning sheets Feedback for next Project helps guide new directions. *See Project Planning Form	Millionaire Project Number, Place Value Processes Australia	Number, estimation, processes, ICT skills Children are given One Million dollars to spend, with certain restrictions. They are given restrictions and expectations with a success criteria that have a level everyone can achieve, then extend for those who wish to aim their goals higher and produce more. There are success criteria for a basic 10/10, and bonuses are awarded from there. *See sheet	Research activities	
Weekly Theme Based Word Study	First activities are Spelling based. Activities move into research and fact finding. Last activities are research and Opinion forming activities that supplement the current Theme topic.	Australian Trip Project Four Processes Australia Culture	Mapping, estimation, scale, calculation, ICT skills – research & publication, Processes, ratios. Children are asked to take their Family around Australia for up to 3 months and see as much as they can within a budget. They are given restrictions and expectations with a success criteria that have a level everyone can achieve, then extend for those who wish to aim their goals higher and produce more. There are success criteria for a basic 10/10, and bonuses are awarded from there. *See sheet		

<p>Student Individual Reading</p>	<p>Regular discussion about books being read and asking for opinions and analysis makes reading important. A huge range of books and opinions are shared, level of reading, understanding and complexity of text are not compared, but seen as important to each individual's need and skills.</p>	<p>Australian Championships Project  <a href="#">Number Australia Culture Technology</a></p>	<p>Children choose a sport and are asked to take the Victorian team to the Australian Championships in Perth. They are the Team Manager.  Transport, Accommodation, Uniforms, Sponsorship and costs to each player must be factored in.  They are given restrictions and expectations with a success criteria that have a level everyone can achieve, then extend for those who wish to aim their goals higher and produce more.  There are success criteria for a basic 10/10, and bonuses are awarded from there.  *See sheet</p>	
<p>Comprehension activities at many levels.</p>	<p>Comprehension activities that include recall, opinion making, and Character analysis are provide at several levels for the class. They are Theme based around the Integrated Curriculum Model. Student Agency is applied via choice of activity.   Reading Box provides Comprehension activities at levels appropriate to both enhance and Challenge.</p>	<p>Market Research Project  <a href="#">Technology Graphs &amp; Statistics</a></p>	<p>This is a two part Project. They research television viewing, graph findings, calculate over time periods, then calculate advertising viewed in that time. They then look at using their data to plan and run an advertising campaign to a budget. Advertisements are planned and filmed.  They are given restrictions and expectations with a success criteria that have a level everyone can achieve, then extend for those who wish to aim their goals higher and produce more.  There are success criteria for a basic 10/10, and bonuses are awarded from there.  *See sheet</p>	
<p>Oral Reports</p>	<p>News Articles and Set Topics require a once a week presentation by each student. Success criteria are known and scores and Critiques are given by Peers. These are used to drive improvement</p>	<p>Maths Activity Cards</p>	<p>Activity cards are topic based, and apply skills and concepts to real life problems. Children move to these after finishing basic activities. Expectations on children who don't often finish basic set tasks are adjusted to allow them to work on these cards.</p>	

	<p>Presentations of Projects and reports are done regularly with success criteria outlined to help children set goals and understand expectations placed on the activity.</p>		<p>A progress chart is stored in their Maths Project and Cards book. This is kept separate from their daily Maths book.</p>		<p>All tasks have a basic expectation and score, with “extra” marks for extra activities.  <u><b>Australia</b></u> – First Australians, Australian Explorers  Eg.  <b>Australian Explorer</b>  <u>Basic expectations</u> – personal history, what did they discover, Maps.  <u>Extension</u> - what drove them, what resulted from their efforts at the time and has it effected our lives today, how are they remembered today, what did it cost them personally.  <u><b>Culture</b></u> – World Map of our Origins, Cultures in Australia, Refugees.  Eg.  <b>Cultures in Australia</b>  <u>Basic</u> – choose one, when they came, what they did, where did they live, statistics, what did they bring.  <u>Extension</u> – how has the immigrant culture affected us, how has it been affected by Australian Culture, What is Australian Culture.  <u><b>The World</b></u> – Planets in the Solar System, Making a Planet, Space Exploration.  Eg.  <b>Space Exploration</b>  <u>Basic</u> – Choose a Spacecraft/launch/Astronaut History, What happened, Why were they exploring? What came</p>
		<p>Extended Maths Books – Harry Obrien</p>	<p>Activities are used to extend as needed.</p>		

					<p>of it?</p> <p><u>Extension</u> - Did their efforts/it lead to something larger and useful? What happened because of the actions, was it worth it?</p> <p><b>Technology</b> - History of Communication, Choose a form of Communication from the past, Future Communication</p> <p>Eg.</p> <p><b>Communication</b></p> <p><u>Basic</u> - Choose a form - History, Inventor, How it was used, where it was used, map, diagram.</p> <p><u>Extension</u> - What did it do to life then, is it part of something today? Did it affect how people lived? What did it become today?</p>
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1. All children have access to extension activities in some form
2. Those I wish to extend are encouraged to raise their goals and expectations.
3. Finishing an activity means you get to do what activity you wish, not that you get more work.

## ART

**LITERACY Following directions,  
Applying procedures in an  
appropriate order**

**NUMERACY estimating,  
calculating, problem solving**

**INTEGRATED research, history  
science and technology**

ACTIVITY	DESCRIPTION	ACTIVITY	ACTIVITY	DESCRIPTION	ACTIVITY
<u>Printmaking</u>  <b>CITYSCAPE</b>  Creating a design based on the theme. City scape	<b>Making a print board that can be inked and produce multiple copies.</b>  Many techniques are offered as extensions to the basic print activity; Foam boards for carving Cutting the foam into small parts and using each part multiple times Tiles for drawing into rolled ink Stamping Fabric printing	<b>CITYSCAPE</b>  Making Printing Colouring	<u>Printmaking</u>  <b>CITYSCAPE</b>  Creating a design based on the theme. City scape	<b>Making a print board that can be inked and produce multiple copies.</b>  Many techniques are offered as extensions to the basic print activity; Foam boards for carving Cutting the foam into small parts and using each part multiple times Tiles for drawing into rolled ink Stamping Fabric printing	<b>CITYSCAPE</b>  Making Printing Colouring