



Curriculum 2017



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Our Vision for Learning

Our Vision was developed through extensive community and stakeholder consultation. Our Vision is founded on the KORU acronym, and represents the community values that promote the development of learners who have Inquiring Minds, are Connected Learners, Resilient Achievers and Collaborative Contributors. The concepts represented within the KORU Acronym are the underlying values that our community hold as most important to developing our children and their learning. Our Vision is Kerikeri Primary School's representation of the Vision, Values, Principles and Key Competencies of the New Zealand Curriculum.

Collaborative Contributors *Nga Ākonga Mahi Tahi*

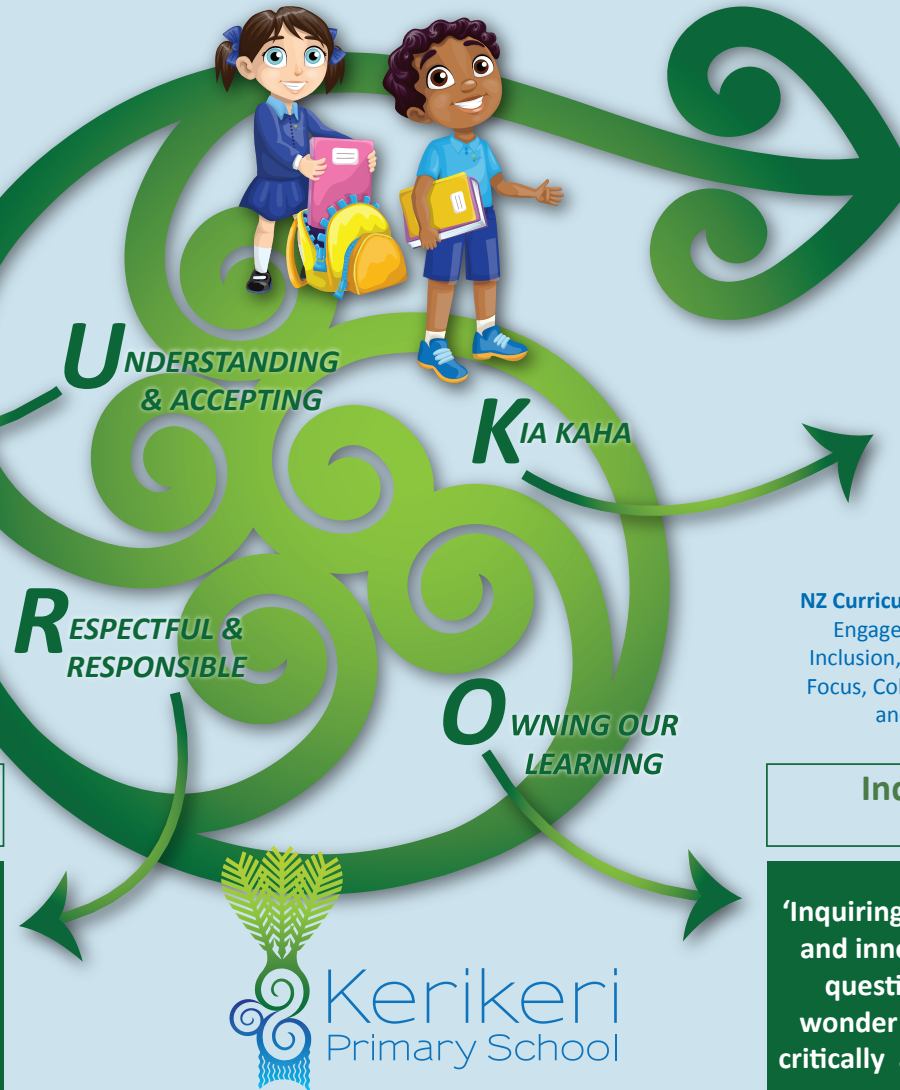
'Collaborative Contributors' know who they are and where they come from and are able to work with others to improve their learning. They positively impact others through their learning.



NZ Curriculum Key Competencies: Thinking, Relating to others, Using language, symbols, and texts, Managing self, Participating and contributing.

Connected Learners *Ākonga tūhono*

'Connected Learners' respect themselves, others and the environment. They value relationships and how these support their learning.



NZ Curriculum Vision: Every young New Zealander is a confident, connected, lifelong learner equipped to live a full and active life, and contribute to a thriving and prosperous economy.

Resilient Achievers *Taumata manahau*

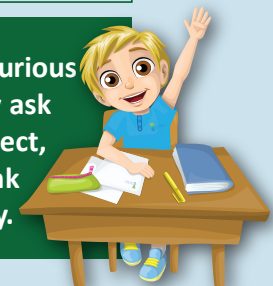
'Resilient Achievers' are strong. They are able to be resilient and to confidently persevere and adapt as they strive for excellence in all things.



NZ Curriculum Principles: Community Engagement, Cultural Diversity, Inclusion, Treaty of Waitangi, Future Focus, Coherence, High Expectations and Learning to Learn.

Inquiring Minds *Uiui hinengaro*

'Inquiring Minds' are curious and innovative. They ask questions, they reflect, wonder and they think critically and creatively.



Students and staff at Kerikeri Primary School will be encouraged to adopt and model the KORU Learning Values:

KORU Values and KORU Kids

The Kerikeri Primary School learning values are represented by the KORU acronym. By being a 'KORU Kid' and demonstrating these values, children are actively living the Key Competencies of the New Zealand Curriculum and promoting the character and learning qualities desired by our school community.

The **KORU** acronym is explained below and it is connected to the learner dispositions and values that form the basis of the learner we aim to grow at Kerikeri Primary School.

K **IA KAHA**
We are Resilient Achievers
Taumata Manahau
'Resilient Achievers' are strong. They are able to be resilient and to confidently persevere and adapt as they strive for excellence in all things.

O **WNING OUR LEARNING**
We have Inquiring Minds
Uiui Hinengaro
'Inquiring Minds' are curious and innovative. They ask questions, they reflect and wonder and they think critically and creatively.

R **ESPECTFUL & RESPONSIBLE**
We are Connected Learners
Ākonga Tūhono
'Connected Learners' respect themselves, others and the environment. They value relationships and how these support their learning.

U **NDERSTANDING & ACCEPTING**
We are Collaborative Contributors
Nga Ākonga Mahi Tahī
'Collaborative Contributors' know who they are and where they come from and are able to work with others to improve their learning. They positively impact others through their learning.

Kerikeri Primary School Foundations for Learning

KKPS KORU VALUES for Learning	Broader Underpinning Values:	Links to the Key Competencies of The New Zealand Curriculum	
<p>Kia Kaha Resilient Achievers</p>	<ul style="list-style-type: none"> ◆ Perseverance ◆ Adaptability ◆ Resilience ◆ Confidence ◆ Excellence 	<p>Managing self</p>	<p>Using languages, symbols and text</p>
<p>Owning our Learning Inquiring Minds</p>	<ul style="list-style-type: none"> ◆ Inquiry ◆ Curiosity ◆ Innovation/ ◆ Creativity 	<p>Thinking</p>	
<p>Respectful and Responsible Connected Learners</p>	<ul style="list-style-type: none"> ◆ Integrity ◆ Respect ◆ Environmental Kaitiaki 	<p>Relating to others</p>	
<p>Understanding and Accepting Identity and Belonging Collaborative Contributors</p>	<ul style="list-style-type: none"> ◆ Identity ◆ Community ◆ Collaboration 	<p>Participating and contributing</p>	

KORU Learner Graduate Profile

The Kerikeri Primary School Learner Graduate Profile has been developed in consultation with Whanau, Students and Staff.

The development of the KORU Learner indicators supports the development of the profile over time at Kerikeri Primary School.

Kerikeri Primary School's Year 6 Graduates will be:

- ◆ Achievers of personal excellence
- ◆ Resilient and resourceful
- ◆ Active seekers, users and creators of knowledge and learning
- ◆ Positive and confident in their identity
- ◆ Respectful of themselves, others and the environment
- ◆ Collaborative workers with others



The NZC Principles at Kerikeri Primary School

Kerikeri Primary School believe that the NZC Principles form the foundation of Curriculum decision making,

The principles set out below embody beliefs about what is important and desirable in a school curriculum both nationally and locally. They underpin all school decision making.

These principles put students at the centre of teaching and learning, ensuring that they will experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

The Principles are intrinsic to KKPS's Curriculum; they are particularly relevant to the processes of planning, prioritising, and review.

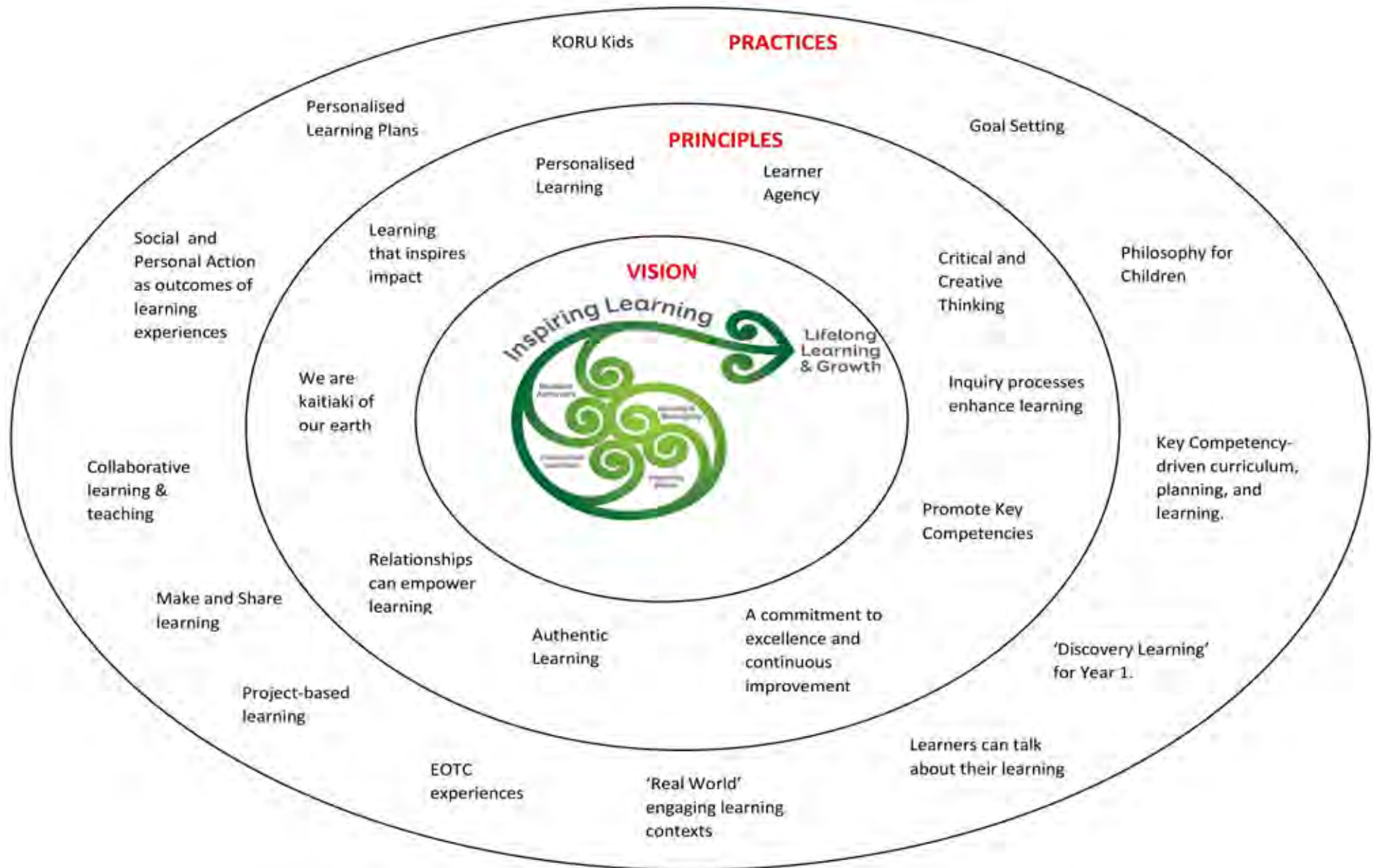
KKPS's curriculum includes the 8 Principles however we believe that some carry more relevance and importance for Kerikeri Primary School than others.

We believe that **High Expectations, Treaty of Waitangi, Inclusion and Learning to Learn** form the 'pillars' of the KKPS Learning 'Whare'. Without these as the cornerstones for KKPS. The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Principles	
<i>NZC Curriculum practice throughout our school is underpinned by and consistent with the NZC through performing the following actions.</i>	<i>KKPS Principles are evident when the following actions are seen in our practice</i>
HIGH EXPECTATIONS The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.	High Expectations High Expectations are clearly communicated and modeled Students are motivated to achieve personal excellence and shown what this looks like
LEARNING To LEARN The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.	Learning to Learn Students use reflection to explain the steps used in their learning, and make positive changes to their learning based on this reflection Students are guided through feedback that helps them understand where they are at, where they need to be and how best to move forward.

<p>TREATY OF WAITANGI The curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga</p>	<p>Treaty of Waitangi Learning experiences across all Curriculum areas help to build understandings and practices of the bi cultural tikanga and te reo Maori of Aotearoa/New Zealand</p>
<p>CULTURAL DIVERSITY The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.</p>	<p>Cultural Diversity & Inclusion School and classroom practices show knowledge and respect of students’ cultural backgrounds (language, beliefs, traditions) and students individual needs abilities, talents and interests.</p>
<p>INCLUSION The curriculum is non-sexist, and non-discriminatory; it ensures that students’ identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p>	
<p>COHERENCE The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning</p>	<p>Coherence Curriculum is planned and experienced in ways that make natural connections across and within values, key competencies (KORU Dispositions), learning areas and knowledge.</p>
<p>FUTURE FOCUS The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<p>Future Focus Where relevant, learning programmes and experiences encourage students to look to the future and to consider issues and think about today’s decisions on tomorrow’s outcomes</p>
<p>COMMUNITY ENGAGEMENT The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.</p>	<p>Community Engagement Purposeful experiences connect with students’ lives outside of school, and where relevant seek to involve the support and interest of their families and community.</p>

Vision to Principles and Practices



Teaching and Learning at KKPS

Values and Beliefs	Principles	Classroom and School Practices
<p>“Resilient Achievers”</p> <p>Kia Kaha</p> <p>Learners whare confident in their ability to overcome challenges and setbacks, determined to achieve excellence in all things</p>	<ul style="list-style-type: none"> ◆ We develop self-managing, resilient and confident learners ◆ Children believe in themselves, manage themselves ◆ Teaching children to take risks / ‘give it a go’ ◆ Be individuals - it’s ok to be different ◆ Learners know how to accept disappointment and to respond positively ◆ Take on and tackle challenges ◆ Be accountable and take responsibility for their actions ◆ Choices ◆ Have a range of strategies for meeting challenges ◆ Shared language around being ‘resilient Achievers’ ◆ Positive attitude/determination ◆ Perseverance ◆ High expectations of staff and parents ◆ Supporting learners to have high expectations of themselves and self-belief ◆ Diversity of excellence and achievement, there are many things you can be great at that are valid ◆ Knowing our children ◆ Excellence: <ul style="list-style-type: none"> ◆ We all give our ‘Personal Best’ ◆ We aim high ◆ We celebrate progress and achievement ◆ Opportunities for learners to ‘shine’ and ‘inspire’ others 	<ul style="list-style-type: none"> ◆ Thinking aloud as the teacher (modelling risk, challenge etc) ◆ Teach the ‘Meeting Challenges’ toolbox across classes ◆ Self - management/behaviour management plan ◆ School expectations ◆ Goal setting ◆ Individual Learning Plans ◆ Tuakana-Teina ◆ Performances ◆ Re-doing/recrafting/adapting ◆ /Improving ◆ Public speaking ◆ School leaders ◆ Responsibilities - school operations ◆ Class Assemblies ◆ Knowing myself as a learner - goal setting and peer assessment ◆ Circle time, thinking sessions ◆ Rebranding failure as part of a successful learner ◆ T praise effort regardless of outcome ◆ Children can develop SC and exceed them ◆ T model risk taking ◆ School-Whanau-Child connections, regular communication ◆ Use of scaffold and support coping strategies ◆ We accept responsibility ◆ Risk taking ◆ High Expectations for learning ◆ Positive class cultures ◆ Self belief ◆ EOTC camps etc ◆ Children share their skills and hobbies eg; lunchtime clubs Community involvement sharing wide range of skills/interests ◆ IY strategies ◆ Review structure - rubrics ◆ HIGHER ORDER THINKING SKILLS/ Multiple Intelligences

Values and Beliefs	Principles	Classroom and School Practices
<p>“Inquiring Minds”</p> <p>Owning our Learning</p> <p>Nurturing curious learners who wonder and inquire as critical and creative thinkers.</p>	<ul style="list-style-type: none"> ◆ Teaching children how to Think ◆ Encouraging questioning ◆ Developing questioning techniques to encourage deeper thinking ◆ Personalised and flexible learning contexts/ opportunities ◆ Providing opportunities for creative and critical thinking ◆ Exciting, engaging experiences ◆ Inquiry as Learning/ as Learners/ Learning and Thinking model ◆ Reflective processes - children, staff, Board ◆ Learners voice ◆ Accepting diverse thinking ◆ Thinking needs time ◆ Contributing - wanting and encouraging contributing ◆ Learning is a positive experience 	<ul style="list-style-type: none"> ◆ BLOOMS, Soletc taxonomies schoolwide consistent use of tools ◆ Multiple Intelligences used for planning, teaching and learning ◆ Reflection time in classrooms - informing next learning and teaching steps ◆ Thinking Curriculum ◆ Guided-play learning ◆ There is not always one right answer ◆ Encouraging questioning - no dumb’ questions ◆ Wait time, allowing thinking and processing time in classrooms ◆ Philosophy / Thinking ◆ Creating and Designing ◆ Michael Pohl- thinking a whole school approach ◆ KKPS Inquiry process development- Kath Murdoch model developed for KKPS

Values and Beliefs	Principles	Classroom and School Practices
<p>“Connected Learners”</p> <p>Respectful and responsible</p> <p>Collaborating successfully with others and connecting to the diverse communities around us.</p>	<ul style="list-style-type: none"> ◆ Relationships are the foundation of/empower learning ◆ Collaborative Learning ◆ Working as communities of learners ◆ Connecting with both local, national and global communities ◆ Sharing and celebrating learning ◆ Engaging with wider community ◆ Interactive learning ◆ Promoting and celebrating diversity ◆ Learner ownership/agency/connection to the school as their community ◆ Digital technologies enabling and enhancing learning ◆ Learning networks <p style="text-align: center;"><i>Tu Rangatira</i></p> <p style="text-align: center;"><i>Te aho tapu, the first and main thread of the korowai, weaves the whenu and aho of the korowai together. In the context of leadership, te aho tapu is dedicated to ngä mokopuna. p13</i></p>	<ul style="list-style-type: none"> ◆ Tuakana-Teina ◆ Buddy classes ◆ New parent transition processes ◆ PLD networks with other schools ◆ Assemblies (Celebration awards...) ◆ School events; World Cup Days, International Celebrations ◆ LEARNZ Field Trips ◆ BYOD options ◆ Authentic learning contexts - real-world ◆ ECE-Primary-High School partnerships ◆ Global perspectives in Curriculum, global action opportunities ie; Pacific Islands fundraising etc ◆ Class, team and school newsletters ◆ Student-led collaboration ◆ Innovative Learning ◆ Personal Learning Networks; people, agencies, organisations, developed by learners ◆ Website - class pages/Blogs ◆ Skype/Communication with other classrooms ◆ Entering Community Events ◆ School events that invite community ◆ Community Centre ‘hall’ ◆ Kapa Haka in community Inter-School participation ◆ ‘Buddy school’ local? national? global? ◆ Cross grouping ◆ TV station ◆ Retirement home visits ◆ Reading Mileage, RDA, SPCA dog readers ◆ Online connections; Blogs, kidsedchatnz ◆ Drop-in area at school? ◆ Community Problem Finders and Solvers

Values and Beliefs	Principles	Classroom and School Practices
<p>“Identity and Belonging”</p> <p>Understanding and Accepting</p> <p>Knowing ourselves as learners and respecting ourselves, other people and the environment</p>	<ul style="list-style-type: none"> ◆ Culturally responsive ◆ Whakapapa, tangata whakawhanaungatanga ◆ Demonstrating courtesy and respect ◆ Embracing class/school culture ◆ Valuing/accepting your own identity ◆ Caring about individual uniqueness/ environment/ classroom ◆ Knowing learning pathways/ how to get there/ where you- knowing yourself as a learner- understanding their learning progressions and able to talk about this/communicate this ◆ Reflecting on learning ◆ Empathetic/ character and values ◆ Self-regulating/self-management/action and reactions/ choices ◆ Accepting strengths and weaknesses ◆ Making connections between self and the world ◆ Belonging to a school and representing the school out in the community ◆ Pride in the school/self ◆ We believe in ourselves, value our identity ◆ We take on the challenges of learning ◆ We take risks in our learning ◆ Being an ‘individual’ is ok <p><i>Ka Hikitia also stresses the importance of identity, language and culture – teachers knowing where their students come from, and building on what students bring with them; and on productive partnerships among teachers, Māori learners, whānau, and iwi.</i></p>	<ul style="list-style-type: none"> ◆ Goal-setting ◆ Incredible Years ◆ Connection to environment- Garden to Table ◆ Wairoa Stream ◆ Digital citizenship ◆ Classroom Treaty/ environment ◆ School rules ◆ Demonstrating the school values ◆ Celebrating successes ◆ Roopu leaders/ School Leaders ◆ The school Roopu ◆ Te Whakaturanga ◆ Te reo me nga tikanga integration in classrooms ◆ Maori perspectives in the curriculum ◆ Learner’s goal setting ◆ Celebration Assemblies and certificates ◆ Learning Ladders ◆ Teaching effective questioning ◆ Thinking tools purposefully integrated ◆ Learning through Play to enhance Literacy and Numeracy ◆ Problem seeking in authentic contexts ◆ Progressions - knowing where we are and where to next ◆ Questioning and Thinking Rubrics ◆ Key Competencies ◆ Displays represent values and key comps, art based on these. ◆ Common language used across the school ie; KORU, Values focus, culture and language of learning ◆ Recycling ◆ Bi-lingual language around the school ◆ Matariki Celebration ◆ Culturally responsive teaching strategies ◆ EOTC ◆ EMR ◆ Empathy programme - Peace foundation ‘roots of empathy’ ◆ How can we be involved. Actions we can take. Ways we can affect change. ◆ Specific teaching of Values as well as integration ◆ Caring for our classroom displays and cleanliness ◆ Peer Praise

<p>Learner Agency; Learner centred curriculum and assessment</p>	<ul style="list-style-type: none"> ◆ Learners understand learning as a progression ◆ Learners contribute to their learning plans - planning, processes, outputs ◆ Learners are assessing and reflecting on their learning - what and how ◆ Learners have the power tact, have some control, ownership and influence over their learning ◆ Students understand learning as a progression ◆ Learners have a voice and a choice in the curriculum; they own and direct their learning 	<ul style="list-style-type: none"> ◆ Children know where they are, where they need to go to next and how to get there ◆ Learning about learning ◆ Learning Progressions for learners ◆ Co-constructing Learning Intentions and Success Criteria ◆ Authentic learning contexts ◆ Learners suggest possible ways to respond to and extend their learning ◆ More Responsive planning; child choice ◆ ‘Today’s reflections, Tomorrow’s Learning’ ◆ Reflective PLGs ◆ Collaborative planning ◆ Project based learning ◆ KORU Learner dispositions ◆ Self and Peer Assessment ◆ Learner-led learning ◆ Different Learning styles ◆ Professional readings to develop teacher practice ◆ Planning own day ◆ Workshops within the classroom ◆ Flexible learning /times
<p>Personalised learning Learning has the child at the centre and is responsive to individual needs, personalised teach child. Learners and Teachers know where the child is on a given learning continuum, where they need to go next, and how they can get there.</p>	<ul style="list-style-type: none"> ◆ Differentiated learning ◆ Relevant to the individual ◆ Flexible learning systems - resourcing, timetabling, content, ways of learning (Peer - Teacher - Khan Academy...) ◆ Parents/Caregivers as partners <p><i>Tātaiako: Cultural Competencies for Teachers of Māori Learners is about teachers’ relationships and engagement with Māori learners and with their whānau and iwi. Designed for teachers in early childhood education (ECE) services and in primary and secondary schools, it will support your work to personalise learning for and with Māori learners, to ensure they enjoy education success as Māori.</i></p>	<ul style="list-style-type: none"> ◆ Personalised and flexible learning contexts/opportunities ◆ Students have a say in their own learning ◆ Learning styles ◆ Personalised Learning Plans ◆ SEN supports ◆ Individual Learning Pathways ◆ Children can discuss/present their learning ◆ Learning Progressions ◆ Personalised FB/FF ◆ Assessment for Learning pedagogies ◆ Student-teacher conferencing ◆ Workshops ◆ Learners planning their learning ◆ Personalised, flexible furniture ◆ Flexible learning spaces ◆ Flexible learning timetables

Authentic, Real-World learning	<ul style="list-style-type: none"> ◆ Learning encourages authentic connections to the real-world ◆ Learning enables action and impact/difference to the world (Learners world, local, global etc...) ◆ Make change, make a difference ◆ We use the local environment 	<ul style="list-style-type: none"> ◆ Learning beyond the school boundaries - EOTC ◆ Sharing their outcome, creating something, ◆ GRASPS Performance Tasks ◆ Action/Impact real things ◆ Using the WWW to make authentic connections outside the classroom ◆ Explorer Time ◆ External experts ◆ Community Service learning ◆ Project based learning ◆ Community Problem Solving ◆ School Productions ◆ Hut Building ◆ Marae visits ◆ Local history ◆ Sustainability; gardens, recycling
Taking action / Impact, 'Inspiring Impact'	<ul style="list-style-type: none"> ◆ A theme to run throughout/ Inquiry process leads to an outcome or action 	<ul style="list-style-type: none"> ◆ Learning Leads to action/ project based approaches ◆ Integration of learning throughout the Curriculum ◆ Opportunities to learn in a variety of ways and places ◆ Inquiry model
Key competencies/ KORU Learners	<ul style="list-style-type: none"> ◆ Connect to Vision (statements above), use to drive curriculum review and development Linked to KORU Learner Values 	<ul style="list-style-type: none"> ◆ KORU learner dispositions/ Graduate profile learning behaviours ◆ Development of Rubrics for Graduate profile

Highly Effective Teaching Practice At Kerikeri Primary School

A highly effective teacher at Kerikeri Primary School will:-

- ◆ Have a high level of pedagogical content knowledge and learning
- ◆ Promote Student agency where learners are active participants of their learning
- ◆ Have a high understanding of the Learning Progressions, National Standards, Assessment practices and reporting to parents
- ◆ Have effective up-to-date planning that shows progressions of learning over time
- ◆ Develop sound relationships with learners building a sound knowledge about learners' needs and abilities
- ◆ Understand and use 'Teaching as Inquiry' to develop practice
- ◆ Be open to new learning, knowing weaknesses and strengths, and seek support when needed
- ◆ Have clear understandings and knowledge around appropriate learning, progressions and needs for year levels being taught
- ◆ Be able to justify 'why and how' around teaching, and what is taught and when
- ◆ Plan teaching and learning experiences using formative and summative assessment practices to identify student needs and next teaching
- ◆ Step outside their comfort zone to continue teacher development in the pursuit of teacher excellence
- ◆ Participate in ongoing professional development
- ◆ Ensure the use of Deliberate acts of teaching within programmes
- ◆ Use appropriate and different teaching strategies to suit need and purpose
- ◆ Provide authentic learning contexts that align with the School Curriculum and NZC
- ◆ Be reflective about teaching practice and use this to develop practice
- ◆ Ensure that learning is broken down into manageable and logical chunks
- ◆ Be a good colleague, working as part of a team
- ◆ Provide many and varied learning opportunities
- ◆ Ensure that the co-construction of success criteria is part of the learning process
- ◆ Understand that children come from diverse backgrounds with diverse needs
- ◆ Develop solid respectful and positive learning relationships with students, whanau and staff
- ◆ Know how the key competencies, KORU values and principles align with KKPS's Curriculum
- ◆ Make connections to prior knowledge and experiences
- ◆ Use different strategies to meet differing learning needs, understand each learner as a whole (not just academic)
- ◆ Use the NZ Curriculum document and KKPS's C, aligned with school values to enhance new learning
- ◆ Understand how to accurately administer, mark and interpret, analyse and act on data
- ◆ Provide a safe learning environment – behaviour is managed well tenable learning to happen
- ◆ Understand the concept of the 'Classroom as a third teacher'
- ◆ Integrate learning appropriately and ensure that rich learning tasks are provided
- ◆ Ensure that there is a clear purpose for learning
- ◆ Communicate clearly and in a timely manner with whanau
- ◆ Embrace a Growth Mindset around self-efficiency
- ◆ Incorporate Philosophy including the language of Philosophy into programmes
- ◆ Ensure teacher well-being and life balance
- ◆ Incorporate goal setting for self and learner
- ◆ Own goals and expectations for selves
- ◆ Keep up with contemporary research
- ◆ Demonstrate Cultural Responsiveness
- ◆ Provide evidence of children learning and progressing
- ◆ Ensure that there is Child led learning/ choice
- ◆ Be active members of a learning community
- ◆ Be a fun, exciting, trusted role model who demonstrates caring
- ◆ Plan for learning journeys both for self and learners
- ◆ Demonstrate a passion for the job of teaching and inspire others with that passion
- ◆ Demonstrate a commitment to Treaty of Waitangi



Curriculum Delivery Guidelines	Curriculum Delivery Integrated Curriculum through Inquiry
<p>DELIBERATE ACTS OF TEACHING Child centred programmes are planned and delivered in ways that effectively recognise the identified needs, abilities and different learning styles of individual children. Identification and specific activities related to the needs are noted in unit planning. Children who experience difficulties are given support and encouragement, and those with special abilities are extended.</p> <p>MOTIVATION AND ATTITUDES Programmes and teaching approaches encourage and stimulate children’s interests and desire to dwell, and help them to build and display positive attitudes towards learning and life.</p> <p>LEARNING ENVIRONMENTS AND ATMOSPHERE Staff develop learning environments that are welcoming, attractively arranged, interesting and help foster enjoyment of learning. Learning intentions are shared, to ensure the children have ownership of their learning and are able to discuss the purpose of learning. The learning atmosphere is emotionally safe and secure, features good relationships among teachers and children, and encourages an acceptance of differences.</p> <p>EQUAL OPPORTUNITIES Children have equal access to learning opportunities and resources regardless of ability, gender, ethnicity or personal circumstances.</p> <p>WORK HABITS Children are helped to develop both independent and co-operative work habits and skills, goal setting and self-evaluation. The focus on Excellence</p> <p>MANAGEMENT AND DISCIPLINE Routines established by teachers are understood and followed by children. Positive discipline is achieved through quality programmes, good supervision, effective relationships and consistent expectations of behaviour and interactions with others. Children are helped and encouraged to learn to take increasing responsibility for their own actions.</p> <p>ROLE MODELS Teachers are expected to be effective role models in their demeanour, enthusiasm, attitudes, skills and curriculum knowledge.</p>	<p>INTEGRATED CURRICULUM: At Kerikeri Primary School an Integrated Curriculum has been developed to adequately cover the seven essential learning areas and at the same time meet the learning needs of our children while empowering them to become self learners (especially in the areas of Literacy and Numeracy). Programmes of work are based on concepts around our KORU learning dispositions i.e. resilience while incorporating knowledge and awareness, attitudes and values and skills and strategies for life, (our process of encouraging children to be lifelong learners through being a KORU learner).</p> <p>One of the principle aims of primary schooling is to assist students to understand and build on their experiences and to make sense of the world. The integrated curriculum makes possible the exploration of large and complex human issues, which rarely limit themselves to logically distinct subject areas. Integration encourages learners to make connections between curriculum areas, knowledge, skills, feelings, values and attitudes. Integrated units allow for a worthwhile exploration of meaningful content that relates to and extends students’ life experiences and understanding of the world. They are vehicles for learning about the big concepts of Relationships, Change, Culture and Environment.</p> <p>School Wide Integrated Themes: The Integrated Curriculum is planned and implemented through School Wide Integrated Themes which will usually run for a term. Generally four such themes are covered in one year, but this could vary depending on outside events and school needs. The key concepts are decided upon at the end of the previous year, or term. They will be influenced by curriculum review and the needs of the school and pupils. Teachers, as part of teams, or independently, then plan specific units based around these themes. Resources, methods of implementation and evaluation, assessment strategies, integration of ICT and strategies for children with special needs are all agreed components of the planning. Significant school, local community, national and world events will be included as they occur. E.g., The Olympic Games, Christmas, Book Week, Life Education Trust, School Productions etc.</p>



At Kerikeri Primary School:

- ◆ The curriculum areas of social studies, science, technology and health focus on learning about the way the world works. These areas are integrated where applicable.
- ◆ When reporting to parents teachers cover these curriculum areas under the umbrella of Inquiry studies. Reference may still be made to specific areas under this broad heading.
- ◆ Children are encouraged to develop thinking skills, problem solving skills, research and inquiry skills & other key competencies in context with integrated topics.
- ◆ Units of work take into account children's prior knowledge, questions and interests. Integrated units of study are based around a host context area. The host curriculum concept aims to provide teachers and students with a stronger sense of focus and purpose.
- ◆ In their planning teachers integrate other curriculum areas in order to link broad concepts, units of work, provide content for a range of learning outcomes, provide curriculum balance, meet students' interests and needs, link to local and world events and utilise available resources.
- ◆ All teachers follow the appropriate three-year topic overview. This cycle ensures for balance over time and caters for the composite structure of our class organisation.
- ◆ At least one integrated unit is investigated per term; however this may change where there is a need. The planning team will decide the length of time per investigation.
- ◆ Integrated units are planned co-operatively in teams, discussed prior to implementation ensuring the content is adapted to meet the needs of individual classes / groups.
- ◆ Planning addresses both content (what is going to be learnt) and the process that will be followed (how it is going to be learnt), so that students achieve the shared learning intentions and specific outcomes.
- ◆ The use of the school's Inquiry model will be used for the 'How'
- ◆ Monitoring and assessment of children is completed in all areas of the curriculum. This data will be used to improve learning, noting next step learning in relation to the whole class / groups / individual needs.
- ◆ Reflection on co-operatively planned topics takes place at the planning team level.
- ◆ Reflections are used for professional discussion to pinpoint areas of need to further develop as well as strategies that could be used / implemented in further learning experiences

KKPS Planning Expectations

The Long Term Unit Plans are developed within teams, in a collaborative manner. These are developed in preparation for the following term and must include KORU Kid/ KKPS Values, NZC Principles as well as Learning Areas.

Long Term/Unit Planning

(There must be clear links between the Long Term /Unit Planner and the weekly planner)

Standardised format used and completed in iUgor Google Docs

English (Reading, Writing, Oral, Visual)

Maths

Maori

Health and
Physical Education

The Arts:
Music
Visual Art
Dance
Drama

Inclusion of KORU Kids/KCs/ NZC Principles

Assessment tasks included

Evaluations (end of term)

Evidence of referral to, and use of, School Curriculum/NZC

All Weekly plans are to have at least the first 2 -3 days completed and ready for the start of a learning week. They should clearly illustrate the teachers thinking around teaching and learning for the children in the class.

Weekly Planning

(Clear links between Weekly Planner and Long Term Unit Planner). Weekly planning may be less detailed if the Unit Plan already includes the detail required, however, teachers need to reference to this in their Weekly Planning if this is the case.

Explicit planning with clearly identified aspects of the lessons MUST-HAVE; LI, Specific deliberate acts of teaching, Groups/ differentiation, Learning experiences and resources, Plenary session. You can add more if you wish. Bullet points ok.

Weekly planning is completed and up to date (the first few days of the learning week must be clear and detailed. Following days will be planned however at this early stage detail may be missing. It is expected that the teacher will complete all areas of the planner prior to teaching. The Planning document will be complete and detailed by the end of the learning week including the plenary and Teacher's reflection)

Evidence of Curriculum balance with weight given to core areas of Reading, Writing and Maths. These core areas will be taught in the prime learning times of the day i.e. before lunch
(60 minutes dedicated to Reading, Writing and Maths)

You may wish to include your Reflections forming future teaching and learning decisions, or have other means of recording your reflections and development - great for RTC requirements. Not compulsory - up to you how you do this.

Clear evidence of Learning Progressions over time (planning should show the logical sequence and progression that has been considered for the learners)



Useful Words to Help Write Learning Intentions when Planning

Simple Action Words (Lower level) Knowledge / Comprehension	More Complex Thinking Application / Analysis	Original Thinking Synthesis / Evaluation	More Useful Verbs
<p>Find, describe, compute, use, identify, illustrate, label, list, Make, gather data, name, measure, recognise, state, tell, do, investigate, prepare, examine, classify.</p>	<p>Prove, apply, compare, relate, justify, interpret, show, Suggest, give examples, organise data, contrast, estimate, Analyse, select, point out, arrange, differentiate, specify limitations, Construct, discriminate, specify assumptions</p>	<p>Generalise from data, make predictions, make deductions, draw inferences, create, summarise, outline, compose, solve, recognise, integrate, compare, design, discover, produce a plan, discuss critically, propose reasons – and defend and evaluate alternatives.</p>	<p>Recite, outline, explain, read out, recall, translate, provide examples of, justify, validate, sort, classify, measure, brainstorm, illustrate, model, mime, dance, act out, tap out, map, graph, hypothesise, innovate, investigate, question, reflect, research.</p>

Avoid:
Understand, enjoy, appreciate, know, learn, feel, become aware of, develop interest in, grasp, become familiar with, develop sensitivity to, believe, have faith in, to really understand. *These are immeasurable LIs and*

Curriculum Balance:

While our school accepts the need for balance in the curriculum, we believe that the core subjects of Reading, Writing and Maths are the areas of highest priority and receive the most teacher time in planning, assessment and implementation. We also believe that Science, Technology and Social Science are the highest priority in the topic area and should be focused on through Inquiry learning.

(An emphasis on Numeracy over Strand- refer t% and time allocation)

Year 1-2	Numeracy and Literacy 60%	
Numeracy Number- 70% Strand- 30% 60 Minutes per day 5 hours per week	Literacy 100 minutes per day 8 1/2 per week	Inquiry/Integrated study 4 hours per week
Health and PE. 2 hours per week (including daily fitness time and skills instruction)	The Arts 90 minutes per week	

Year 3-6	Numeracy and Literacy 60%	
Numeracy 60% Strand 40% 60 Minutes per day 5 hours per week	Literacy 100 minutes per day 8 1/2 per week	Inquiry/Integrated study 4 hours per week
Health and PE 2 hours per week (including daily fitness time and skills instruction)	The Arts 90 minutes per week	

Mathematic Coverage

2 Year Overview

To ensure there is coverage of all areas of the Maths Curriculum the following is a guide. At all times Number takes precedence over Strand (if a teacher feels more time is needed on Number then that should take priority over any Strand elements)

As the following is a guide only, the time placement of aspects may be changed to suit Inquiry focus

Even Years												
Level One Year 1 and 2												
Term 1	1	2	3	4	5	6	7	8	9	10		
	Statistical investigation			Add/ Sub				Measurement- Length				
Term 2	1	2	3	4	5	6	7	8	9	10		
	Add/Sub			Geo-position and orientation		Add/Sub			Measurement- mass, vol, cap			
Term 3	1	2	3	4	5	6	7	8	9	10		
	Add/Sub					Measurement- area		Mult/Div				
Term 4	1	2	3	4	5	6	7	8	9	10		
	Problem solving		Fractions				Stats- Probability		Algebra			

**Level 2
Year 3 and 4**

Term 1	1	2	3	4	5	6	7	8	9	10	
	Statistical investigations				Number- Add/Sub				Measurement- Length		
Term 2	1	2	3	4	5	6	7	8	9	10	
	Number- Add/Sub			Geometry- Shape		Algebra			Measurement- Mass, Vol, Ca		
Term 3	1	2	3	4	5	6	7	8	9	10	
	Add/Sub					Measurement- Area		Mult/Div			
Term 4	1	2	3	4	5	6	7	8	9	10	
	Number- problem solving		Fractions/ decimals				Stats- Probability		Add/Sub		



**Level Three
Year 5 and 6**

Term 1	1	2	3	4	5	6	7	8	9	10	
	Statistics Investigation			Numeracy- Add/Sub					Measurement- Length		
Term 2	1	2	3	4	5	6	7	8	9	10	
	Algebra			Geometry- Shapes		Measurement- Mass/Vol		Number- Mult/Div			
Term 3	1	2	3	4	5	6	7	8	9	10	
	Geometry- Position/ Orientation			Statistics- Probability				Number - Mult/Div			
Term 4	1	2	3	4	5	6	7	8	9	10	
	Geometry- Transformation		Number- Problem solving		Fractions/ Decimals				Mult/Div		

Odd Years

**Level One
Year 1 and 2**

Term 1	1	2	3	4	5	6	7	8	9	10	
	Statistical investigations		Number- Add/Sub				Algebra				
Term 2	1	2	3	4	5	6	7	8	9	10	
	Numeracy - Add/Sub			Geometry- Shape		Numeracy: Add/Sub			Measurement - Temperature		
Term 3	1	2	3	4	5	6	7	8	9	10	
	Numeracy: Add/Sub			Measurement: Time		Measurement - Turn (angle)		Numeracy: Mult/div			
Term 4	1	2	3	4	5	6	7	8	9	10	
	Measurement: Transformation		Numeracy: Fractions				Numeracy: Add/Sub				

Level Two

Term 1	1	2	3	4	5	6	7	8	9	10	
	Statistical investigation		Numeracy: Add/ Sub				Measurement- Time		Numeracy: Add/ Sub		
Term 2	1	2	3	4	5	6	7	8	9	10	
	Numeracy Add/Sub			Measurement: Turn (angle)		Numeracy: Mult/div					
Term 3	1	2	3	4	5	6	7	8	9	10	
	Add/Sub					Measurement- area		Mult/Div			
Term 4	1	2	3	4	5	6	7	8	9	10	
	Measurement: Transformation Numeracy: Fractions/ Dec					Numeracy: Add/ Sub					

**Level Three
Odd Year**

Term 1	1	2	3	4	5	6	7	8	9	10	
	Statistics			Numeracy: Add/Sub					Measurement: Area		
Term 2	1	2	3	4	5	6	7	8	9	10	
	Numeracy: Add/ sub			Measurement: Turn (angle)		Numeracy: Mult/ Div					
Term 3	1	2	3	4	5	6	7	8	9	10	
	Measurement: Temperature		Statistics: Probability			Numeracy: Mult/ Div					
Term 4	1	2	3	4	5	6	7	8	9	10	
	Measurement: Time		Numeracy: Problem solving		Numeracy: Fractions/ Dec				Numeracy: Mult/ Div		

Assessment and Evaluation

Curriculum Delivery Assessment

*(Kerikeri Primary School Curriculum and Achievement Action Plan and Assessment Schedule for timeframes for Assessments)
For more detail refer to the above document*

ASSESSMENT At Kerikeri Primary School:

The Primary purpose of assessment is to improve students' learning and teachers teaching as both students and teachers respond to the information that is provided. Students are assessed in ways which reflect their development as whole people and by applying appropriate procedures to assess their progress in terms of appropriate learning goals. Formative (to inform next teaching steps) and summative (to evaluate teaching success) assessment practices are both valid and useful practices.

KKPS Assessment Programme Aims To:

- ◆ Improve learning.
- ◆ Identify the learning needs of individuals / groups / whole class.
- ◆ Provide an individual learning profile and information on the progress of each student identifying areas of next step learning.
- ◆ Improve the quality of teaching programmes by analysing the data gathered, identifying areas of need and discussing strategies to meet these.
- ◆ Improve the quality of students' learning programmes by evaluating the methods used in teaching and their effectiveness within the programme.
- ◆ Facilitate reporting to students, parents and other professionals.
- ◆ Assist in the preparation of class and school reviews and reporting on school effectiveness.

We Believe That Assessment Practices Should Be:

- ◆ In a form that can be recorded easily and lead to analysis that aids future learning.
- ◆ Purposeful / Relevant/ Practical
- ◆ Manageable / Efficient
- ◆ Directly linked to the learning intentions
- ◆ Related to what has been taught and an integral part of the programme
- ◆ Focused on promoting teaching and learning
- ◆ Able to be carried out as part of the learning process
- ◆ Able to be used to identify next step learning intentions
- ◆ Related to what has been taught and an integral part of the programme
- ◆ Focused on promoting teaching and learning
- ◆ Able to be carried out as part of the learning process
- ◆ Able to be used to identify next step learning

Curriculum Delivery Reporting

We Believe:

Both formal and informal reporting is important in the establishment of good relationships between parents, child, and teacher, and is essential to good learning.

Our Reporting System Aims To:

- ◆ Report to students and their parents on the achievement of individual students
- ◆ Report to the school's community on the achievement of students as a whole Keep parents regularly informed of what is happening in school - especially regarding their child's learning.
- ◆ Establish curriculum related common goals with parents in respect to their children that can be jointly pursued.
- ◆ At Kerikeri Primary School:
- ◆ We operate an "open door" policy in which teachers are readily accessible to parents. This facilitates informal reporting.
- ◆ Teachers are expected to maintain an open, ongoing dialogue with parents regarding the development and performance of children in their class.
- ◆ This involves:
- ◆ A friendly approachable manner.
- ◆ Talking without jargon and "officialese".
- ◆ Being a good listener.
- ◆ Having full knowledge of the child and his/her needs.
- ◆ Being able to courteously and fully explain the reasons for any decision made regarding the child.
- ◆ Being attentive to what parents say, recognising their concern for their child's well being, and the partnership role of parents and teachers.

There should be a match between the Assessment tools used and :

- ♦ The purpose for which the assessment is conducted
- ♦ The learning intention(s) and success criteria

Important Considerations For Assessment Are:

- ♦ The professional judgement of teachers (Overall Teacher Judgements)
- ♦ Sound classroom information using specific assessment techniques (checklists, anecdotal notes, observations, conferences, questioning, running records, PROSE, PM, benchmarking, PATs, STAR, asTTle) which are relevant to the areas being assessed
- ♦ Assessment is recorded, with atypical results being noted - reference of this in LADs (Learning Analysis Documents) and at Story Huis

Methods Of Reporting At Kerikeri Primary School Include:

Team Newsletters

Team newsletters are sent home at least once each term to give information to parents regarding learning topics, organisation and curriculum information that is specific to their child's class.

Meet The Teacher During Term 1 each year:

Early in the first term an evening meeting is held tenable parents and teachers to meet, clarify and discuss the classroom programme and routines. The teacher will also outline the class programme and the classroom code of expectations with all parents. This is not a one tone meeting but rather as a group sharing common routines and expectations

3 Way Conferences:

These are held towards the end of Term 1. The sharing of Learner Maps with the child at the centred of the conference and leading the conference

These are based on the child's identified learning goals

Student Led Conferences:

These are a follow on from the earlier 3 Way Conferences and are led by the child with no teacher intervention; if a parent has any concerns that aren't addressed at these meetings they are very free to make further appointments

Reports:

Reports are sent home 2 times per year. One is a 'progress towards' report and comments only on Reading, Writing and Maths. NSs are commented on these reports. The second one is either an Anniversary report (40/ 80/ 120 weeks) or EOY report. These reports comment on all Curriculum areas as well as the KORU Learner

Dispositions

Children will receive a report after 4 weeks of schooling. This shares how the learner is settling into school life

Principals Annual Report to Board of Trustees & Community.

All parents and members of the community have access to the Principal's Annual Report to the Board of Trustees



Learning Expectations at KKPS

Curriculum levels/ National Standards Expectations - Mathematics /Reading/ Writing

Curriculum Levels	1			2		3		4	
Time at School	20 weeks	After 1 Year	After 2 Years	After 3 Years	End Year 4	End Year 5	End Year 6	End of Year 7	End of Year 8
National Standards	Beginning Level 1	Within Level 1	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3	Early Level 4	At Level 4

Classroom Signposts

Teachers must monitor children against these signposts. If a child is not meeting the expected signposts the teachers will implement a targeted teaching programme to accelerate the learning to meet the signposts. The Lead Teacher is informed and the child becomes a focus at Team meetings. If the child continues to fall behind SENCis informed and possible interventions are put in place i.e. ALG , RTLb, Learning Support etc

Numeracy Stage	1 1-1 Counting	3 Counting On Materials/ Imaging EOY	4 Advanced Counting	5 Early Additive Beginning EAT		6 Advanced Additive Beginning AA		7 Advanced Multiplicative	8 Advanced Proportion
Reading Levels Colours Based on Ready to Read	After 10 weeks Red 2 20 weeks Yellow 3 30 weeks Blue 3	After 40 weeks at School Green 1-3	60 weeks Orange 1-2 80 Weeks L17 Turquoise 1	100 Weeks Purple 2 After 120 Weeks Gold 2 Junior Journals	End of Year AsTTle 2A Able tread text with a 8-9 year level of readability Journals	End of Year AsTTle 3B Able tread text with a 9-10 year level of readability	End of the Year AsTTle 3A Able tread text with a 10-11 year level of readability	End of the Year AsTTle 4P Able tread text at 12+ level	
AsTTle Writing Stages	AsTTle 1B	End of Year 1 AsTTle 1B/P	End of Year 2 AsTTle 1A	End of the Year 3 AsTTle 2B/2P	End of the Year 4 2P/2A	End of Year 5 3B/3P	End of Year 6 3P/3A	End of Year 7 4P	

Stanine (PATs/ STAR)	1-2	3-4	5-6	7-8	9
Descriptor	Low	Below Average	Average	Above Average	Well Above
National Standard	WELL BELOW 1/ 2	BELOW 3/4	AT 5 / 6	ABOVE 7-9	

Curriculum Learning Areas

Where possible learning will be through the Inquiry Learning process. Inquiry skills and processes will be taught e.g questioning skills, finding information etc. The learning area / achievement objective / learning outcome identified for assessment becomes the point of integration. For each topic the question is asked – “What knowledge or skill, from which learning area, am I to collect learning information about?” When a number of topics are involved, the implication for assessment is where is the focus for assessment? From which learning area, from which learning goal / objective? Learning Outcomes will also be assessed for the focus areas of the Curriculum.

Our Integrated Curriculum plan utilizes the KORU dispositions as a focus through which subject knowledge can be accessed, explored and developed. It also recognizes that Values play a pivotal role in exploring concepts and Principles in all areas.

Reading, Viewing and Listening

Belief: To develop the knowledge and strategies tenable competent and confident reception of ideas and messages through the development of decoding skills and Reading Comprehension strategies.

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught Formative and Summative Assessments</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Using a range of formative / diagnostic Assessments <ul style="list-style-type: none"> ◆ JOST/ Six Year Net ◆ Alphabet/high frequency word checks ◆ Running records including MSV analysis ◆ AsTTle ◆ ARBs ◆ P.A.T. Reading Comprehension ◆ P.A.T. Reading Vocabulary ◆ School wide expectations ◆ Identified trends - ECE part ◆ Guided by NZ Curriculum, National Standards and Literacy Progressions and Effective Literacy ◆ Observations within Guided Reading sessions ◆ Units of work tailored to need ◆ Formative assessment- Clarity in the Classroom 	<ul style="list-style-type: none"> ◆ Meaningful contexts for learning, that enable students to use and apply reading strategies in everyday life ◆ Grouping of learners according to their learning needs- differentiation of groups based on need ◆ Encourage a positive attitude to Reading, making Learning purposeful ◆ Provide at least 50 minutes for Reading per day (as part of 100 minutes of Literacy time) with direct skill teaching (DATs) ◆ Provide feedback and feed forward to students ◆ Model the use of appropriate reading skills and Strategies ◆ Make use of staff strengths, target and extension Programmes, staff professional development ◆ Follow school assessment timelines and deadlines ◆ Follow the guidelines in Effective Literacy Practice 	<ul style="list-style-type: none"> ◆ Children will have a positive attitude to Reading ◆ The majority of the children will be working ‘At’ or ‘Above’ the school / and National expectations ◆ Students will be talking about and applying their learning to other contexts ◆ Children will be identifying and using a range of decoding, comprehension and processing strategies, including vocabulary ◆ Analysis of data collected shows improvement ◆ Learners talking about learning/ reflecting on and responding to FB/FF ◆ A range of formative and diagnostic assessments show positive development- <ul style="list-style-type: none"> ◆ 4 Week Survey/ Six Year Net ◆ Alphabet/High Frequency word checks ◆ Running Records ◆ Asttle results show progress ◆ ARB tasks show effective progress ◆ Teacher observations through Reading responses

- ◆ Use the following reading approaches: Guided, Shared, Reciprocal teaching, Language experience and 'reading to'
- ◆ Use explicit teaching of processing and comprehension strategies, including vocabulary (appropriate DATs)
- ◆ Give children time/ multiple times to practice new learning
- ◆ Incorporate a wide range of quality reading tasks into programmes including teaching and use of graphic organizers
- ◆ Read aloud quality texts at all levels
- ◆ Allow opportunities for learners to transfer skills across the curriculum
- ◆ Use of buddies
- ◆ Reading for meaning the driver - continuous texts selection of texts to support the learning i.e essential words
- ◆ workshopping - choice of learning/ flexible learning
- ◆ Literacy integration where appropriate

- ◆ Student goal setting- meaningful achievable goals identified from feedforward and feedback.
- ◆ Children self monitoring reading - use of reading strategies
- ◆ Children competently and confidently share ideas and opinions
- ◆ Learner engagement and motivation
- ◆ Use of correct terminology and vocabulary in relation to film, graphics and other forms of communication



Writing, Presenting, Speaking

Belief: To develop the knowledge and strategies tenable them to be competent and confident writers and communicators of ideas, messages and opinions through a range of contexts.

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Using a range of formative / diagnostic assessments- mini assessments i.e spelling tests <ul style="list-style-type: none"> ◆ JOST / Six Year Nets ◆ Alphabet / high frequency word ◆ Checks ◆ AsTTle writing, Spelling/schonell ◆ ARBs ◆ Pseudo word lists ◆ School exemplars-(build on the ones that KKPS have started) ◆ Essential and Basic Lists ◆ Record of Oral Language ◆ JOST- Junior Oral Language Screening Test ◆ Long term plans / overviews- integration of Literacy learning ◆ School wide expectations ◆ Identified trends ◆ Predictions of progress ◆ Guided by NZ Curriculum, National Standards, ◆ Effective Literacy and Literacy progressions ◆ Develop school rubrics and matrices for progressions in Writing, Speaking and Presenting ◆ Learning maps 	<ul style="list-style-type: none"> ◆ Provide meaningful contexts for learning, that enable students to use writing skills in everyday life ◆ Group children according to their learning needs - PLPs where necessary ◆ Have a positive attitude to Writing, making learning purposeful and positive ◆ Provide at least four 60 minute instructional lessons per week with appropriate DATs ◆ Provide feedback and feedforward to students ◆ Model the use of appropriate writing skills and strategies ◆ Make use of staff strengths, with our target and extension programmes, staff professional development ◆ Follow school assessment timelines –etap entries ◆ Follow the guidelines in Effective Literacy Practice ◆ Use the following approaches: guided, shared, and independent writing in programmes ◆ Explicit teaching of skills and processes ◆ Give children time to practice and apply new learning ◆ Incorporate quality writing activities into other Curriculum areas ◆ Use the School exemplars for moderation and assessment 	<ul style="list-style-type: none"> ◆ Children demonstrate a positive attitude to Writing- high engagement and motivation ◆ Children talking about their writing and responding to FB/FF independently ◆ The majority of the children will be working ‘At’ or ‘Above’ the school/National expectations. ◆ Students will be talking about and applying their learning to other contexts. ◆ Children will be writing effectively in a range of styles dependent on purpose ◆ Students will be transferring their writing skills independently across the curriculum ◆ Deeper features and surface features developing demonstrating great writing skill ◆ Targets are met ◆ Actively and regularly analysing data collected from school assessment timeline - e-tap graphing and data analysis ◆ Using a range of formative/diagnostic assessments to collect data around children’s progress ◆ 4 Week Survey/ 6 Year Nets entered into e-tap and used to inform next steps- these show improvement ◆ Alphabet/High Frequency word checks are entered into e-tap for analysis/use for teaching

	<ul style="list-style-type: none"> ◆ Moderate and assess as a whole school around set moderation tasks ◆ Provide choice ◆ Opportunities for children to communicate ideas in a range of ways and contexts ◆ Moderation processes becoming robust through regular inclusion in Team Meetings ◆ Use of digital learning i.e mimio, you-tube clips etc to motivate and engage ◆ Share examples/exemplars with children ◆ Professional Readings developing practice ◆ Making links between Reading and Writing by using texts that reinforce the learning focus i.e. writing explanation so reading texts that are explanations (junior readers great for this link) ◆ Writing process check ◆ Co-constructing success criteria and learning intentions ◆ A range of learning options i.e. Individual, pair, group etc ◆ Integration of Literacy learning ◆ ALL (accelerating Literacy Strategies) integrated and used across the school 	<ul style="list-style-type: none"> ◆ Pseudo Spelling, P.A.T. Spelling to inform around gaps Essential & Basic Lists ◆ Asttle / Arbs ◆ Target children's progress monitored and discussed ◆ Transference of skills across learning areas ◆ KORU Learner dispositions evident ◆ Actively reflecting on S/C and LI ◆ Communication of ideas in a range of forms and contexts i.e. Static Images etc ◆ Writing process understood and followed
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Writing Linked to Inquiry Focus

Level One	Level Two	Level Three	Level Four
<ul style="list-style-type: none"> ◆ Recount personal experiences ◆ Poems ◆ Letters ◆ Scripts ◆ Instructions ◆ Advertisements ◆ Recounts ◆ Recipes ◆ Explanations ◆ Lists ◆ Diary 	<ul style="list-style-type: none"> ◆ Narratives - Myths and legends - Fairy tales - Stories - Imaginative Recount (Adventure) ◆ Poetry - Acrostic - Shape - Early Cinquain ◆ Letters ◆ Scripts ◆ Instructions ◆ Advertisements ◆ Recounts ◆ Recipes ◆ Explanations ◆ Lists ◆ Interviewing ◆ Reports ◆ Diary 	<ul style="list-style-type: none"> ◆ Cartoons ◆ Comic Strips ◆ Narratives - Myths and legends - Fairy tales - Stories - Imaginative (Adventure) - Mystery ◆ Poetry - Cinquains - Haiku - Emotion - Acrostic - Free Verse ◆ Scripts ◆ Instructions ◆ Advertisements ◆ Recounts ◆ Recipes ◆ Explanations ◆ Lists ◆ Interviewing ◆ Reports ◆ Personal Viewpoints ◆ Arguments ◆ Research Skills – Summarising - Note Taking, Articles ◆ Speeches ◆ Formal letters ◆ Experiments ◆ Autobiography ◆ Biographies ◆ Book Reviews ◆ Posters ◆ Diary ◆ Journal Writing 	<ul style="list-style-type: none"> ◆ Cartoons ◆ Comic Strips ◆ Narratives - Myths and legends - Fairy tales - Stories - Imaginative (Adventure) - Mystery - Science fiction - Short chapter narratives ◆ Poetry - free verse - rhyming verse, e.g. couplets - Ballads ◆ Scripts ◆ Plays – create own ◆ Instructions ◆ Advertisements ◆ Recounts ◆ Recipes ◆ Explanations ◆ Lists ◆ Interviewing ◆ Reports ◆ Personal Viewpoints ◆ Arguments – Debates ◆ Research Skills – Summarising - Note Taking, Articles ◆ Speeches ◆ Formal letters ◆ Experiments ◆ Autobiography ◆ Biographies ◆ Book Reviews ◆ Posters ◆ Diary ◆ Journal

Literacy Class

Environment	The Teacher	The Child
<ul style="list-style-type: none"> ◆ A large variety of appropriate/ relevant Books and texts ◆ Variety of grouping organisation ◆ Appropriate Literacy resources ◆ Charts as appropriate ◆ Examples of students' work on display ◆ Use of Learning Intentions and Success Criteria ◆ Flexible learning spaces ◆ School values evidenced within the classroom ◆ e.g. empathy, respect, behaviour. ◆ Use of digital tools as appropriate. ◆ A variety of literacy activities and spaces around the classroom. e.g. listening post, writers table, puppet theatre ◆ Progressions displayed and used by teacher and child ◆ Writing Process displayed and referenced ◆ Self directed learning opportunities i.e. workshopping options ◆ Language, text rich ◆ Digital learning options 	<ul style="list-style-type: none"> ◆ Prepared to teach (planning, books, resources etc) for 100 minutes per day ◆ Shared, Guided, Whole Class, Reciprocal Reading as appropriate ◆ Reading to..... ◆ Reading with..... ◆ Reading by..... ◆ Appropriate spelling programmes ◆ Coverage of learning areas (Oral, Visual etc) ◆ Talking and listening activities ◆ Running Records as appropriate. ◆ Teacher – pupil discussion ◆ Opportunity for pupil to pupil interaction. ◆ Teacher modelling good practice and teaching skills for thinking (meta cognitive) ◆ Effective classroom management – positive sit lets other things happen <ul style="list-style-type: none"> ◆ clear expectations ◆ building relationships ◆ following through ◆ equity in action (can't treat all pupils the same) ◆ consistency with understanding. ◆ Providing support for students through DATs, scaffolds, models etc ◆ Providing opportunities for shared activities ◆ Clear (planned) idea of where they are going is in place ◆ Clear expectations for each child's progress ◆ Teacher creates a safe learning environment ◆ Teacher facilitating students talking about their own learning and thinking ◆ Teacher ensuring students understand relevance of task and skills to ensure success ◆ Meaningful ongoing formative assessment is happening (feedback and feedforward). ◆ Using correct terminology ◆ Using a variety of acceleration techniques ◆ Clarity of the learning and SC ◆ Relevant learning opportunities (Supporting the learning) 	<ul style="list-style-type: none"> ◆ Students competently and confidently reading, writing, listening, speaking, viewing and presenting a range of ideas and opinions ◆ Students enjoying texts, books and a variety of material ◆ Students involved in a variety of identified learning tasks that develop their skills ◆ Students in groups ◆ Student to Student discussion ◆ Students self- regulating and being actively responsible for their own learning ◆ Students able to articulate their learning ◆ Students actively engaged and willing to learn ◆ Students meeting classroom expectations ◆ Students feeling safe enough task questions and take 'risks' ◆ Students valuing and acknowledging others opinions ◆ Using 'Thinking Skills' – thinking out loud, questioning, inferring, predicting etc. ◆ Making decisions ◆ Transferring knowledge and understanding to a variety of areas ◆ Students helping each other and working together ◆ Evidence of goal setting and monitoring of progress ◆ Use of peer and self-assessment ◆ KORU Learner dispositions in evidence ◆ Reading mileage time ◆ Engaged in a variety of integrated project based high interest learning opportunities ◆ Choice

Mathematics (Numeracy and Strand)

Belief: We believe learners need a range of knowledge and of strategies in order to solve contextual mathematical challenges in everyday life

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ School Wide- consistency Assessment: ◆ By using a range of formative/diagnostic ◆ Assessments <ul style="list-style-type: none"> ◆ Student Profiles/I Cans ◆ Gloss ◆ PAT ◆ AsTTle- Numeracy/Strand - Y4 - look into devices needed ◆ Harvey Knowledge Test (timed) Policy: ◆ School wide expectations- best stages - National Standards ◆ Guided by NZ Curriculum and Numeracy Project ◆ Utilise Maths exemplars Other: ◆ Using ARB resources for assessment tasks - code for access ◆ Modelling books/teacher conversations and anecdotal notes ◆ On-line Maths - find out best one e.g Maths Buddy On the ground /Classroom level: ◆ Strand Coverage - i-ugo gives an idea - year overview - set for each team 	<ul style="list-style-type: none"> ◆ Providing meaningful contexts for learning, that Enable students to relate mathematics to everyday life ◆ Providing daily maths sessions ◆ Grouping children according to their learning needs- differentiation, mixed ability groupings, whole class, Tuakana/Teina, teacher,child,peers ◆ Using questioning skills to develop children’s thinking ◆ Having a positive attitude to Maths and making learning fun ◆ Providing feedback and feed forward to students ◆ Modelling the use of appropriate language and equipment ◆ Implementing a Unit / Term Programme Overview (Finding the Balance) ensuring all areas are covered equally and well ◆ Using a variety of teaching strategies including e-learning i.e. mimio, Study ladder- demonstrate learning ◆ Making use of staff strengths, target and extension programmes ◆ Following school assessment timeline- entering into e-tap 	<ul style="list-style-type: none"> ◆ Teachers and children will have a positive attitude about Maths with greater engagement ◆ The majority of the children will be working ‘at’ or ‘above’ the school /National expectations ◆ Students will be talking about and applying their learning to other contexts ◆ Children will be using a range of strategies and able to talk about and demonstrate what they did and why with: <ul style="list-style-type: none"> ◆ Materials ◆ equations/sentences ◆ Orally - can teach others tuakana/teina ◆ Teach parents/whanau ◆ Analysis of data collected from school assessments is informing next teaching and learning ◆ I cans/Pupil Profiles are up-dated regularly ◆ OTJs are accurate ◆ The children can talk about their learning - they can explain it so someone else understands ◆ They need to be able to demonstrate their understanding

- ◆ Year/term overviews developed
- ◆ Work books- show understanding one of many ways of showing and recording
- ◆ Prior knowledge
- ◆ Interests - community feedback - linked to Inquiry, contextually relevant
- ◆ Cross curricular contexts
- ◆ Active reflection - learners and teachers
- ◆ Connections between knowledge, strategies check numeracy booklet for prior knowledge needed
- ◆ Properties - abstract thinking

- ◆ using the NZMaths website and resources
- ◆ Numeracy project books as a teaching guide
- ◆ Using appropriate materials and resources
- ◆ Transferring learning into other contexts and curriculum areas
- ◆ Cross-grouping where and when needed
- ◆ A variety of teaching methods incorporated into programme
- ◆ Mixed approach - ability and mixed
- ◆ Models - T think aloud
- ◆ Bilingual - waiata
- ◆ Concrete materials - number - compulsory
- ◆ Collaboration about grouping numbers
- ◆ Concrete materials - specific for learning e.g counters, tens frame, the learning number lines
- ◆ Games for practising strategies of knowledge of mathematical concepts
- ◆ Digital technology - Teacher Tools Maths website <http://www.teachertools.co.nz/lessons-and-more/>
- ◆ I pads, websites, maths buddy, mathfic, skoobo, google slides and drawing etc
- ◆ Variety of approaches
- ◆ Real life contexts/authentic
- ◆ Cross-curricular - e.g science/social sc/inquiry
- ◆ Problem-solving activities/ project based- open ended



Effective Maths Class

Environment

- ◆ Numbers and use of resources
- ◆ Charts developed by children as well as professionally made
- ◆ Maths language
- ◆ Strategies visible and children using a range
- ◆ Examples of students' work on display
- ◆ Learning Intentions and Success Criteria used.
- ◆ Visible expectations
- ◆ Flexible learning spaces
- ◆ Variety of resources
- ◆ School values evidenced within the classroom e.g. empathy, respect, behaviour.
- ◆ Use of ICT tools as appropriate
- ◆ Modelling books
- ◆ NZC
- ◆ National Standards
- ◆ Consistency of using I Can sheets from the Numeracy Project

The Teacher

- ◆ Providing opportunities for problem solving
- ◆ Coverage of all strands and knowledge and strategies as per the Mathematics overview (% of Strand to Number)
- ◆ Whole class sessions to teach number knowledge
- ◆ Small group strategy teaching with a specific strategy stage or learning need
- ◆ Mixed ability grouping
- ◆ Teacher – pupil discussion
- ◆ Think, pair, share.
- ◆ Teacher modelling good practice and teaching skills for thinking (metacognitive)
- ◆ Effective classroom management – positive sit lets other things happen. - clear expectations - building relationships - following through - equity in action (teaching to meet individual pupil needs) - consistency with understanding.
- ◆ Providing support
- ◆ Providing opportunities for shared activities
- ◆ Clear (planned) idea of where they are going is in place
- ◆ Clear expectations for each child's progress
- ◆ Teacher creates a safe learning environment
- ◆ Teacher facilitating student talking about their own thinking and learning
- ◆ Teacher using meaningful contexts for lessons.
- ◆ On-going formative assessment is happening (feedback and feedforward)
- ◆ Teaching as Inquiry used

The Child

- ◆ Problem solving using a variety of strategies at their stage and through real experiences
- ◆ Using resources appropriately e.g. games, computers, calculators
- ◆ Collaborative learning
- ◆ Finding and using appropriate strategies
- ◆ Trying alternative strategies
- ◆ Evidence of goal setting and reflection.
- ◆ Think, pair, share, compare
- ◆ Students taking responsibility.
- ◆ Students able to articulate their learning
- ◆ Students actively engaged and willing to learn
- ◆ Children feel safe enough task questions and take 'risks'
- ◆ Using 'Thinking Skills' – thinking out loud, questioning, estimating and other maths words.
- ◆ Making decisions
- ◆ Transferring knowledge and understanding to a variety of areas
- ◆ Interacting with each other effectively.
- ◆ Evidence of goal setting and monitoring of progress
- ◆ Use of peer and self-assessment

Inquiry through Integrated Learning at Kerikeri Primary School

At Kerikeri Primary School, the Inquiry Process will use the acronym of KORU. This links to the KORU Learner Dispositions that have been developed, and form an integral part of teaching and learning programmes. To reinforce KORU the following aspects of our Inquiry process have been developed. Within each of the 4 aspects, there are steps that form the Inquiry process. All teachers will have a folder explaining the Inquiry process and how to help learners move through this, developing knowledge and skills needed to Inquire.

K = Knowledge- asking questions; using prior knowledge; developing some understanding

O = organising the information; prioritising and developing next steps of investigation

R = Researching- finding out further information/ clarifying areas

U = Using; using the information to create a new idea/ carry out an action/ develop an outcome

Why use an inquiry based approach?

The integration approach is based on areas of need and interest as identified by students, community and staff. Teachers and learners will work together to develop integrated studies under the Curriculum Learning Area aspects.

The main purpose of Curriculum Integration is to improve children's learning through quality teaching.

- ◆ It helps children take **responsibility** for their learning and they are challenged to achieve their best
- ◆ Provides for new learning – extends on prior – helps to find new learning and understanding
- ◆ Students evaluate their learning and each others; they are involved in the learning process
- ◆ Detailed approach – working through the sequence of activities
- ◆ Allows students to use a variety of great **thinking** tools
- ◆ Caters for a range of **learning styles** – multiple intelligences
- ◆ Allows for **deeper understanding** – students make **connections**
- ◆ Allows opportunities for children to **create, investigate, clarify ideas, share and compare, question, evaluate and modify ideas**
- ◆ Gives students a **real purpose** for learning
- ◆ Allows success for all – **collaborative learning**
- ◆ Students see teacher as a learner also and understand that risk taking and making mistakes are part of the learning process
- ◆ **Students own it!** – their work their ideas.
- ◆ High engagement – **ownership, authenticity, relevance**
- ◆ Deeper **independent** learning skills
- ◆ Vehicle for **integration** of the curriculum
- ◆ Fosters **connected learning** – a sense of journey
- ◆ Taps into student's **CURIOSITY**

Students are	Teachers are	Environment is
<ul style="list-style-type: none"> ◆ Working in different area and not necessarily on the same task ◆ Talking teach other ◆ Moving around the space ◆ Accessing technologies and other resources as needed ◆ Working in small focused groups with the teacher for short intensive instructional sessions ◆ Using materials ◆ Using anchor charts (and/or other digital equivalents) and other reference items to check criteria, intentions or requirements of a task ◆ Recording and documenting their thinking in a range of ways ◆ Working on sustained projects rather than one - off activities ◆ Negotiating with the teacher and others around learning tasks and how they will approach them ◆ Setting and reflecting on personal goals ◆ Generating , recording and exploring questions ◆ Self and peer assessing ◆ Returning to tasks to re-work them based on FB ◆ Offering their expertise t their peers ◆ Inviting peer assistance as well as teacher's ◆ Talking about their learning ◆ Expressing their ideas and opinions ◆ Taking time to laugh and enjoy their learning ◆ Sitting, standing, moving to different parts of the space 	<ul style="list-style-type: none"> ◆ Working in different parts of the space- most often with small groups or individuals ◆ listening ◆ Interacting with learners- moving around the space ◆ Talking with individuals and small groups of students- engaging in deeper dialogue to elicit thinking ◆ Questioning students to encourage deeper challenging thinking ◆ Modelling skills and processes ◆ Making intentions clear and explicit throughout the day ◆ Helping create visible records of learning (digital or hardcopy) ◆ Collaborating with other teachers and adults in the learning space ◆ Using sophisticated language of learning and cognitive terminology, e.g. 'classify', 'reflect', 'analyse', 'predict' ◆ Observing and documenting students' learning- capturing learning with photos, videos, notes etc- to be used for planning ◆ Listening to students ◆ Using a wide range of resources: visual, print, hands-on etc ◆ Conducting quick 'check-ins' for understanding ◆ Giving specific FB ◆ Thinking out loud- modelling what it means to be an inquirer ◆ Posing questions, providing interesting provocations ◆ Inviting students to help plan tasks, excursions, and other learning experiences ◆ Maintaining clear, shared expectations - helping students to observe protocol for a safe and active environment ◆ Encouraging full participation ◆ Referring to the anchor charts, menus, criteria lists around the room to help build independent learning ◆ Reflecting ◆ Taking time to laugh and enjoy the learning ◆ Giving explicit instructions 	<ul style="list-style-type: none"> ◆ Flexible working spaces ◆ objects/ images/ ideas to intrigue and activate wonder ◆ Has indoor / outdoor learning spaces ◆ Resource and material rich with visible supports for learning ◆ Filled with learner generated work ◆ Allowing for other 'experts' to come in to share their passion ◆ Enabling time and space to investigate and follow through with ideas ◆ A place where children feel safe to take risks, ask questions and be curious ◆ Vibrant and alive with learning opportunities for learners of all learning styles ◆ Well organised ◆ A KORU learner focused place

Learning Contexts

Purposeful, relevant, authentic, cognitive, innovative and creative authentic hands on learning experiences

At Kerikeri Primary School learning will centre around our community, the environment and the interests of learners. The following are some possible learning contexts that could be used with the Curriculum Learning areas.

<p>Historical Aspect</p> <ul style="list-style-type: none">◆ Stone Store◆ Rewa's Village◆ Waitangi◆ Russell◆ Marsden's Cross◆ Tiriti Waitangi◆ Migration◆ Birthplace of New Zealand◆ Kororipo Pa◆ Hongi Hika/ Hone Heke/ Tamati Waka Nene	<p>People</p> <ul style="list-style-type: none">◆ Matt Watson◆ Blair Tuke◆ Chris Booth
<p>Popular Youth Culture</p> <ul style="list-style-type: none">◆ Pokemon – engaging writing◆ Sports Days◆ Art – music DDF – art week◆ Games	<p>Environment</p> <ul style="list-style-type: none">◆ Reserves◆ Rahui◆ Wairoa te awa◆ Sailing◆ Manuwai lake◆ Kerikeri Township / Industry/ Businesses/ Employment◆ Flora/fauna◆ Native birds◆ Kiwi/kereru (kukupu)◆ Geology- Rocks/ Waiare Boulders◆ Bay of Islands◆ Bees◆ Citrus◆ Kerikeri pack house – kiwifruit – wine?◆ Waterfall (Rainbow falls)◆ Kerikeri Inlet◆ Puketi◆ Markets◆ Chocolate factory◆ Beaches◆ Forests◆ Waterways
<p>Other</p> <ul style="list-style-type: none">◆ Central location◆ Proximity to other educational facilities e.g High ECE◆ Te Whakatipuranga◆ Large availability of space◆ Host RTL◆ Hall/Stage◆ Veggie garden	

Inquiry

Belief: That Integrated Studies or Inquiry, provides opportunities for our students to make discoveries, enhance their understandings of, and link themselves to the world around them and beyond through skills learnt through the KKPS Inquiry process of inquiry and investigation, enabling them to become lifelong learners.

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Contextual and connected learning foci ◆ Child centred and elements of choice and interest ◆ Use of Inquiry Process – school developed process ◆ Responsive to community/NZ/world events ◆ Student needs for KORU Dispositions and Information Skills ◆ School Pepeha ◆ Relating to the wider world ◆ Authentic contexts ◆ Identifying where children are ‘at’ in relation to the Inquiry Process ◆ Interests and passions 	<ul style="list-style-type: none"> ◆ By using the School Inquiry Process ◆ By using the Scientific and Technological Process ◆ By using a wide range of learning activities t ◆ Accommodate different learning styles ◆ Through scaffolded, meaningful, authentic contexts ◆ By equipping the students with the knowledge required by them to achieve success in their Inquiry- sharing and discussing the Inquiry Process ◆ Through collaborative Team planning ◆ By explicitly teaching specific Information Skills and KORU dispositions ◆ Through an integrated approach where applicable with a designated Curriculum focus area. ◆ By utilising ICT ◆ By involving students in planning and delivery choices ◆ By using community resources/experts ◆ By utilising teacher strengths and interests ◆ Providing Problem-solving opportunities ◆ Using the appropriate resources i.e. internet, library, readers ◆ Concept based learning ◆ Project based / Outcomes and actions ◆ BLOOMs/SCAMPER etc ◆ Multiple intelligences 	<ul style="list-style-type: none"> ◆ Through assessing against unit Learning (AOs) ◆ Outcomes developed at the planning stage ◆ When students employ Inquiry process independently ◆ When students transfer skills between learning areas ◆ When the students develop a global view of the world ◆ When students are applying skills and competencies to their life and making a positive contribution to their world and beyond ◆ When students are able to communicate their learning and the processes that they have used. ◆ Self and peer assessment using co-constructed Success Criteria ◆ Children using their own words to describe the learning ◆ Children assessing against the inquiry rubric/ KORU disposition rubric

Inquiry through Integrated Learning

All learning programmes are integrated as much as possible with Reading, Writing and Maths foci linked to the Inquiry; this will enable learners to transfer learning across and between learning areas allowing them to make connections and see relationships between learning contexts and areas.

All Learning Programmes are linked to and supported by the Kerikeri Primary School KORU Learner dispositions. These are learned within the Inquiry and Curriculum Area contexts. Children will self assess their abilities in relation to these dispositions using the KORU Learner Rubric.

Quality Teaching is by far the most effective element of a successful teaching and learning programme.

KORU Learner Dispositions	2017				Effective Pedagogy
	Term One	Term Two	Term Three	Term Four	
<p>KIA KAHA <i>Resilient Achievers</i> Learners demonstrate:</p> <ul style="list-style-type: none"> Perseverance Adaptability Resilience Confidence Excellence <p>OWNING THE LEARNING <i>Inquiring Minds</i> Learners Demonstrate:</p> <ul style="list-style-type: none"> Inquiry Curiosity Innovation Creativity <p>RESPECTFUL AND RESPONSIBLE <i>Connected Learners</i> Learners demonstrate:</p> <ul style="list-style-type: none"> Integrity Respect Environmental Awareness Kaitiaki Responsibility <p>UNDERSTANDING AND ACCEPTING <i>Identity and Belonging</i> Learners demonstrate:</p> <ul style="list-style-type: none"> Identity awareness Community awareness Collaborativeness Contributions Tolerance and awareness 	<p>SST Our Place Where we? Our Community Level 1 Understand how belonging to groups is important for people. Level 2 Understand how places influence people and people influence places. Level 3 Understand how people view and use places differently</p>	<p>Science: Living World</p>	<p>Technology/ The Arts Production Technology Tech Practice Tech Knowledge Nature of Tech The Arts Drama</p>	<p>Health and PE Life Ed Caravan Personal Health and Physical Development</p>	<ul style="list-style-type: none"> Creating a supportive learning environment Encouraging reflective thought and action Enhancing the relevance of new learning Facilitating shared Learning Making connections to prior learning and experience Providing sufficient opportunities to learn Teaching as inquiry Integration of I.T. into the learning process Using scientific models Experimenting and investigating

KORU Learner Dispositions	2018				Effective Pedagogy
	Term One	Term Two	Term Three	Term Four	
<p>KIA KAHA <i>Resilient Achievers</i> Learners demonstrate:</p> <ul style="list-style-type: none"> ◆ Perseverance ◆ Adaptability ◆ Resilience ◆ Confidence ◆ Excellence <p>OWNING THE LEARNING <i>Inquiring Minds</i> Learners Demonstrate:</p> <ul style="list-style-type: none"> ◆ Inquiry ◆ Curiosity ◆ Innovation ◆ Creativity <p>RESPECTFUL AND RESPONSIBLE <i>Connected Learners</i> Learners demonstrate:</p> <ul style="list-style-type: none"> ◆ Integrity ◆ Respect ◆ Environmental Awareness ◆ Kaitiaki ◆ Responsibility <p>UNDERSTANDING AND ACCEPTING <i>Identity and Belonging</i> Learners demonstrate:</p> <ul style="list-style-type: none"> ◆ Identity awareness ◆ Community awareness ◆ Collaborativeness ◆ Contributions ◆ Tolerance and awareness 	<p>SST Level 1 Understand how the past is important to people. Level 2 Understand how time and change affect peoples' lives. Level 3 Understand how people remember and record the past in different ways.</p>	<p>The Arts/Technology Art Attack Technology Tech Practice Tech Knowledge Nature of Tech The Arts Visual Art</p>	<p>Health and PE Relationships with other people</p>	<p>Science Planet Earth and beyond</p>	<ul style="list-style-type: none"> ◆ Creating a supportive learning environment ◆ Encouraging reflective thought and action ◆ Enhancing the relevance of new learning ◆ Facilitating shared ◆ Learning ◆ Making connections to prior learning and experience ◆ Providing sufficient opportunities to learn ◆ Teaching as inquiry ◆ Integration of I.T. into the learning process ◆ Using scientific models ◆ Experimenting and investigating

‘Learning is something I do – not something that is done to me’

KORU Learner Dispositions	2019				Effective Pedagogy
	Term One	Term Two	Term Three	Term Four	
	<p>Science/ Physical World</p> <p>KIA KAHA <i>Resilient Achievers</i> Learners demonstrate:</p> <ul style="list-style-type: none"> ♦ Perseverance ♦ Adaptability ♦ Resilience ♦ Confidence ♦ Excellence <p>OWNING THE LEARNING <i>Inquiring Minds</i> Learners Demonstrate:</p> <ul style="list-style-type: none"> ♦ Inquiry ♦ Curiosity ♦ Innovation ♦ Creativity <p>RESPECTFUL AND RESPONSIBLE <i>Connected Learners</i> Learners demonstrate:</p> <ul style="list-style-type: none"> ♦ Integrity ♦ Respect ♦ Environmental Awareness ♦ Kaitiaki ♦ Responsibility <p>UNDERSTANDING AND ACCEPTING <i>Identity and Belonging</i> Learners demonstrate:</p> <ul style="list-style-type: none"> ♦ Identity awareness ♦ Community awareness ♦ Collaborativeness ♦ Contributions ♦ Tolerance and awareness 	<p>SST</p> <p>Level 1 Understand how places in New Zealand are significant for individuals and groups.</p> <p>Level 2 Understand how cultural practices reflect and express peoples' customs, traditions, and values. Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.</p> <p>Level 3 Understand how the movement of people affects cultural diversity and interaction in New Zealand. Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.</p>	<p>The Arts/Technology</p> <p>Technology Tech Practice Tech Knowledge Nature of Tech</p> <p>The Arts Dance</p>	<p>Health and PE Healthy Communities and Environments</p>	

Learning Area: Science through Inquiry

Belief: Inspire and foster curiosity to seek out new knowledge and understanding about the world and beyond

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do? What does the child demonstrate?</i>
<ul style="list-style-type: none"> ◆ NZC <ul style="list-style-type: none"> ◆ Levels ◆ Four words ◆ Process and strategies ◆ Nature of science ◆ Scientific method <ul style="list-style-type: none"> ◆ Inquiry ◆ Hypothesis ◆ Observe - record ◆ Analyse conclude ◆ Student voice ◆ Personalised Learning/responsive to current events locally, nationally and globally ◆ Learning experiences make connections with the local environment <ul style="list-style-type: none"> ◆ Wairoa River ◆ Geology of area ◆ Cultural - hangi - heat pressure ◆ Matariki - astronomy 	<ul style="list-style-type: none"> ◆ Provocation/shared experience ◆ What do the students know KWL ◆ Prior knowledge ◆ Student question - student agency ◆ Open ended questions - big voice questions ◆ Scientific skills ◆ Hypothesis - explore - investigate - analyse - test, evaluate ◆ Making realistic judgements, assumptions, reasoning ◆ Relevant, feasible, measurable, realistic ◆ Co-constructing learning - PLP pathway ◆ Model share exemplars ◆ Risk taking with learning ◆ Make a difference ◆ Making /creating connections and learning opportunities across the Curriculum 	<ul style="list-style-type: none"> ◆ Finished learning ◆ Evidence/action ◆ Action/outcome ◆ Assessment/product ◆ New knowledge - what has been learnt? ◆ Have questions been answered and explained ◆ Can students explain a concept or reasons for an outcome - articulate their learning ◆ Can they clearly explain their learning to another ◆ Can they consistently and accurately apply the scientific method to help then answer a question ◆ Can they draw a relevant connection and plan the next LP ◆ Sharing what has been learnt ◆ Actively reflect on what they learnt, what they still need to learn and what they need to do next

Science In the Curriculum - through Inquiry

<i>The Learning Areas in Science</i>			<i>Examples of Local/National Resources /Experiences</i>						
<p>Living World Students will understand Living Things and how they interact with each other and the environment.</p>			<p><i>The Nature of Science: students learn what science is and how scientists work.</i></p>	<p><i>Inquiry in science is through the Scientific Process</i></p>	<ul style="list-style-type: none"> ◆ Pepeha/Wairoa Stream/(Susan Botting NRC- water testing) ◆ Waitangi ◆ DOC- Puketi Forest; native bush; native animals ◆ Marine reserves ◆ Kororipo Pa ◆ Whangarei Kiwi house ◆ Aroha Island ◆ School Gardens ◆ Rocky Shore/the sandy shore/beaches ◆ Glow-worm caves at Waiomio 				
<p>Planet Earth and Beyond Students will understand the interconnecting systems and processes of the Earth, the other parts of the solar system, and the universe beyond. They will understand how earth's resources came to be, and their environmental and human impacts on the planet.</p>							<ul style="list-style-type: none"> ◆ Water Cycle- Wairoa stream ◆ Pepeha- Mountains to the Sea; volcanoes; Caves; Rock formations- Wairoa Boulders (Horeke);rivers ◆ Planterium- Whangarei/Auckland/solar system ◆ Ngawha ◆ Weather ◆ Sustainability ◆ Sun/Day and night 		
<p>Physical World Students will have an understanding of a wide range of physical phenomena e.g. light, sound, heat and how we interact with them in our everyday lives</p>									<ul style="list-style-type: none"> ◆ Local electrical businesses e.g electricians ◆ Steam Train –Kawakawa ◆ Whangarei Heritage Park ◆ Motors ◆ Circuits- 12V-Fuse with steel ◆ Magnets ◆ Mirrors;prisms ◆ Changes- temperature-boiling, cooling etc ◆ Water/heat/sound ◆ Ngawha geothermal area
<p>Material World Students will have an understanding of matter and the changes it undergoes</p>									

Effective Science Class

Environment

- ◆ Display - showing learning journey
- ◆ Relevant prompts and support material
- ◆ Vocab
- ◆ Process
- ◆ Question
- ◆ starters
- ◆ Equipment /posters
- ◆ Student work - learning
- ◆ Wonderwall - questions
- ◆ Models and exemplars
- ◆ Probing questions about topic
- ◆ Safe
- ◆ Resources

The Teacher

- ◆ Safety
- ◆ Lead by example
- ◆ Clear expectations
- ◆ Prepared - engaged, passionate (content knowledge), knowledge of the subject
- ◆ Asking challenging, probing open ended questions to make the children think
- ◆ Effective teaching process L.I - SC - L experience
- ◆ Standing back and allowing student led conversation and direction
- ◆ Resources reads
- ◆ Inquiry Process/Science process followed

The Child

- ◆ Engaged
- ◆ Student voice/agency
- ◆ Describe what they are learning/doing and why?
- ◆ Curious - excited; asking questions
- ◆ Thinking and reflecting on scientific observations
- ◆ Able to explain the scientific method
- ◆ Present new learning/findings
- ◆ Drawing conclusions
- ◆ Collaboration
- ◆ Problem solving
- ◆ Making connections
- ◆ Organise - synthesise and verbalise what they have last and what the next learning will be
- ◆ Recording
- ◆ Reflect

Technology through Inquiry

Belief: We believe that akonga learn to be innovative developers of products, systems and outcomes , and discerning consumers who will make a difference in the world through authentic learning opportunities and forums

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do? What does the child demonstrate?</i>
<ul style="list-style-type: none"> ◆ Knowledge and skills are learned in context ◆ Technological Practice (Do): <ul style="list-style-type: none"> ◆ use of concept, plans, reevaluation ◆ fitness for purpose ◆ Ethics <ul style="list-style-type: none"> ◆ legal requirements copyright/patents ◆ code of practice ◆ Nature of technology (how) <ul style="list-style-type: none"> ◆ Critique impact of society (affect) and environment ◆ Advancements in technology ◆ Skills <ul style="list-style-type: none"> ◆ Construction ◆ advertising ◆ design, briefs, models ◆ Knowledge <ul style="list-style-type: none"> ◆ materials ◆ context ◆ Systems ◆ Blooms <ul style="list-style-type: none"> ◆ Evaluating ◆ Reflecting ◆ Creating ◆ Analysing ◆ Exploring 	<ul style="list-style-type: none"> ◆ Local <ul style="list-style-type: none"> ◆ orchard technology ◆ bee keeping and products ◆ chocolate factor ◆ fisheries new technologies ◆ Environment - DOC, Kiwi (Native bird population) ◆ Poison alternatives ◆ Forestry ◆ Global <ul style="list-style-type: none"> ◆ Digital technologies including coding, hardware, software, impact, uses, creation ◆ Plastics, recycling ◆ Designed brief - including criteria or real context specific need <ul style="list-style-type: none"> ◆ Relevant ◆ Problem solving ◆ Experts ◆ Examples ◆ Collaborative ◆ Groups ◆ Active reflection ◆ Investigate/research information ◆ Question types ◆ Trial/error ◆ Organising notes and research 	<ul style="list-style-type: none"> ◆ Plans for created technologies ◆ Models/Prototypes (more than one) ◆ Demonstrations ◆ Displays incorporating <ul style="list-style-type: none"> ◆ procedural writing ◆ explanations ◆ persuasive ◆ Small group collaborative working on plans ◆ Task lists - delegation ◆ Group roles, responsibilities allocated e.g leader, resource, secretary ◆ Letters to outside agencies ◆ Advertising posters, notices in newsletters, home infographic ◆ Community events ◆ Surveys ◆ Using and creating digital content ◆ Evidence of reflection of technological impact ◆ Evidence of consideration of material choices ◆ Value ◆ Cost analysis

Environment	The Teacher	The Child
<p>Posters</p> <ul style="list-style-type: none"> ◆ Models/prototypes - more than one ◆ Materials ◆ Plans ◆ Designs ◆ See evidence of reflection e.g changes in plans, prototypes, impact and design change ◆ Safe working environment ◆ Well resourced ◆ Rich with exemplars of adult and student work ◆ Examples of students' work on display ◆ Use of Learning Intentions and Success Criteria ◆ Flexible learning spaces ◆ KORU learner values evidenced within the classroom e.g. empathy, respect, behaviour. ◆ Use of ICT tools as appropriate 	<ul style="list-style-type: none"> ◆ As a facilitator ◆ Providing a range of learning contexts and opportunities ◆ Integrated planning - Literacy, Maths etc ◆ Technological process/ Inquiry process taught and used ◆ Planning shows a variety of learning activities ◆ Success criteria and assessment methods reflect learning outcomes and achievement objectives ◆ Learning sequence indicates a progression of learning. ◆ Adaptations evident for individuals or whole classes ◆ Teacher – pupil discussion ◆ Opportunity for pupil – pupil interaction. ◆ Teacher modelling good practice and teaching skills for thinking (meta cognitive) ◆ Effective classroom management – positive sit lets other things happen. - clear expectations - building relationships - following through - equity in action (can't treat all pupils the same) - consistency with understanding. ◆ Providing support for students. ◆ Providing opportunities for shared activities ◆ Clear (planned) idea of where they are going is in place ◆ Clear expectations for each child's progress ◆ Teacher creates a safe learning environment ◆ Teacher facilitating students talking about their own learning and thinking. ◆ Teacher ensuring students understand relevance of task ◆ Ongoing formative assessment is happening (feedback and feed-forward). 	<ul style="list-style-type: none"> ◆ Using language related to design, impact, brief etc ◆ Enthusiasm in sharing models etc ◆ Resilient - coping with failure ◆ Adaptable ◆ Innovative ◆ Creative ◆ Engaged, motivated ◆ Self efficacy ◆ Actively engaged in designing, making and evaluating individual or group projects ◆ Evidence of exposure to a variety of technological areas Operating in groups or independently ◆ Using 'wait' time constructively ◆ Pupil – pupil discussion ◆ Students self regulating and being actively responsible for their own learning ◆ Students able to articulate their learning ◆ Students actively engaged and willing to learn ◆ Children meeting classroom expectations. ◆ Children are safe enough task questions and take 'risks' ◆ Children challenge an idea, not the person ◆ Children value or acknowledge others opinions ◆ Using 'Thinking Skills' – thinking out loud, questioning, inferring, predicting etc. ◆ Making decisions ◆ Transferring knowledge and understanding to a variety of areas ◆ Students helping each other and working together. ◆ Evidence of goal setting and monitoring of progress ◆ Use of peer and self assessment.

Social Sciences through Inquiry

Belief: We believe students need to explore how societies work, how they themselves can participate and take action as critical, informed and responsible citizens.

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<p>We will know what needs to be taught through student voice and project based learning based upon our localised curriculum.</p> <p>What this will look like: Implementation of:</p> <ul style="list-style-type: none"> ◆ School wide expectations ◆ Identified trends ◆ Implementing the school vision map – <ul style="list-style-type: none"> ◆ Prior knowledge ◆ KORU kids values ◆ Interests, local resources, topics, places, and communities ◆ Events of significance tour local, national and international 	<p>We do this through recognising and acting on a purpose, or responding to a need.</p> <p>What this will look like: Implementation of:</p> <ul style="list-style-type: none"> ◆ Use of Inquiry process ◆ Utilise a variety of thinking tools e.g. De Bono Hats, Michael Pohl, KWHL, BLOOMS Multiple Intelligences etc. ◆ Questioning skills ◆ Integrated, holistic real and relevant learning experiences ◆ Using a variety of teaching strategies ◆ Making use of staff strengths and community expertise e.g. KeriFresh, Living Waters, ◆ Utilising information through literacy and numeracy skills across the curriculum 	<p>We will know this as we will have:</p> <ul style="list-style-type: none"> ◆ Addressed the purpose though taking action ◆ Met the need through our social action ◆ Our KKPS students will feel empowered as responsible citizens ◆ Reflections from our students and ourselves <p>What this will look like:</p> <ul style="list-style-type: none"> ◆ Demonstrated effective use of the Inquiry process ◆ Students effectively participate in a class. Local, national and global community ◆ Students will relate to their place and others in everyday society ◆ Students will be talking about and applying their learning to other contexts ◆ Children will be utilizing a variety of thinking tools. ◆ Students identify and implement action for change. ◆ Student led change through self-efficacy ◆ Students show awareness for others and issues

Te Reo Māori

Belief: We believe students need to develop a knowledge, acceptance and appreciation of Te Reo Maori to understand the culture of Tangata Whenua and encompass it in everyday life

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ By using a range of formative assessments ◆ Guided by the New Zealand Curriculum and School wide Te Reo Maori Curriculum expectations ◆ Community expectation Eg, Maori whanau survey whanau hui ◆ Prior knowledge of the students ◆ Student goals and aspirations. ◆ Language learning strengths, needs and curiosity ◆ Professional Development <ul style="list-style-type: none"> ◆ Teachers to be supported e.g pronunciation, integrate into units ◆ Teacher requests and akonga needs and abilities ◆ Observations ◆ Use of pre organised questions to assess understanding i.e. He aha te maunga? 	<ul style="list-style-type: none"> ◆ Provide meaningful contexts to use Te Reo Maori every day. Eg: teacher commands, immersion of Te Reo into other learning areas, visual aids in classroom, signage around the school and art. ◆ Develop the knowledge and skills of powhiri necessary to welcome visitors tour school ◆ Model and teach Te Reo Maori ◆ Provide feedback and feedforward to students ◆ Ensure bicultural perspective in unit plans where possible ◆ Tuakana/teina High School - Primary School ◆ Show a positive attitude towards Te Reo Maori, give it a go! ◆ Implement a School Level 1 achievement objectives – 2 year plan ◆ Make use of staff strengths and community expertise- Whanau and community, Kapa haka, Contacts at local Marae ◆ Create a staff awareness of Maori language resources that we hold as a school. Shared folder developed ◆ Provide opportunities through kapa haka, powhiri, Marae visits etc ◆ Use resources that have a link to te Reo- readers, library books, websites etc ◆ School/individual pepeha ◆ Need budget ◆ You tube waiata ◆ Matariki - hangi, waiata, nga toi (Art) ◆ Schoolwide Roopu events 	<ul style="list-style-type: none"> ◆ Students will know at least 1 waiata, 1 haka, whaikorer(boys) and karanga (girls)? ◆ Majority of Maori children will be working ‘at’ or ‘above’ ◆ Students/ Teachers will use a range of tools/ techniques for assessment e.g. rubrics, self/ peer assessment, observation etc ◆ School wide visual Taha Maori presence? ◆ Increase in Maori student achievement ◆ Increased Mana of students (pride and sense of belonging) ◆ Culturally aware and appreciative of others’ cultures ◆ Increase in staff confidence and ability levels ◆ Increase interest and participation in kapa haka and school wide waiata ◆ Improved pronunciation ◆ Share pepeha, whakapapa and demonstrate understanding of this ◆ Students will support peers and teacher ◆ Demonstration of understanding and importance of waiata ◆ Kapa Haka Cultural festivals ◆ Pukorero (senior and junior and across the school)

The Arts

Belief: For children to be able to express themselves and feel empowered in a range of creative ways

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Guided by the New Zealand Curriculum ◆ School-wide expectations developed through to Year 6 ◆ Identified needs through teacher observation ◆ Build on previous skills/prior knowledge ◆ Learning styles ◆ Culture and community ◆ Child led/choice ◆ Relevance to Inquiry/ school focus ◆ TKI exemplars - video exemplars 	<ul style="list-style-type: none"> ◆ Allow and encourage children’s creativity and choice ◆ Foster a positive attitude to the Arts and make learning fun ◆ Deliver a balanced programme that shows differentiation ◆ Plan units of work in line with the School Curriculum /school programme ◆ Provide meaningful contexts for learning that enable students to relate the Arts to everyday life ◆ Involvement of the community ◆ Global connections ◆ Involve students in meaningful discussions, encouraging them to express and interpret ideas ◆ Allow time to teach specific art skills and techniques/ integration of The Arts across the Curriculum ◆ Give children time to practice and consolidate skills ◆ Use a variety of teaching strategies ◆ Model the use of technical language, and practical techniques ◆ Provide quality feedback and feedforward ◆ Make use of staff and community expertise ◆ Provide opportunities for students through choir, Kapahaka, Orchestra, Dance, Class, team, and School productions and exhibitions and High/ Exceptional Ability programmes ◆ use cross curricular activities 	<ul style="list-style-type: none"> ◆ Children can talk about their learning in relation t KORU Learner dispositions ◆ Confidently communicate their own ideas and interpret the ideas of others ◆ Tuakana/to einavisible ◆ Skills and knowledge used, developed and transferred across learning areas ◆ Complete works to a high standard ◆ Take part in activities and discussions ◆ Have Fun!! ◆ Students will participate in a: ◆ School art exhibitions ◆ School production/dance

Effective Art Class

Environment	The Teacher	The Child
<ul style="list-style-type: none">◆ Examples of children’s work◆ Artists introduction◆ Artists model◆ Provocations have been set up - museum trip etc <p>Visual</p> <ul style="list-style-type: none">◆ Teacher model◆ Flexible use of space for supporting◆ Resources that promote thinking creativity◆ Performing - dancing, drama, music◆ A range of props/tools for children to interact with◆ Will allow exploration◆ Sharing/talking◆ Space for collaboration◆ Explicit teaching of skills then transfer to authentic context - producing a piece	<ul style="list-style-type: none">◆ Organising experts◆ Modelling - research topic methods◆ Appropriate resources◆ Differentiated teaching◆ Variety of mediums “arts rich” environment◆ Visual models/templates of famous artists (art)◆ Performances◆ Self/peer assessments◆ Success criteria (created) displayed in area◆ Inclusion of different cultures	<ul style="list-style-type: none">◆ Expressing themselves confidently◆ Understanding of freedom of artistic interpretation - not necessarily right or wrong◆ Children lead the learning - strong learner agency◆ A high level of emphasis on effective communication and problem solving◆ Engaged in establishing SC◆ Encouraged to participate◆ Creativity fostered individuality

Whole school Inquiry with all topics integrated (including arts) have end of term day celebration which we work towards

The Disciplines for the Arts	Teaching Ideas/points to consider		Resources(not including School resources)
<p>Visual Arts By the end of Year 6 students will:</p> <ul style="list-style-type: none"> ◆ Use a range of art making conventions ◆ Communicate and visually express their ideas ◆ Have a knowledge of and be able to discuss a ◆ wide range of artworks from different times, places and cultures 	<p>Media</p> <ul style="list-style-type: none"> ◆ Observational ◆ drawing, sketching, ◆ pen and ink, pastels, ◆ paint ◆ (Watercolour ◆ /acrylic/ink/dye) ◆ printmaking, collage, fabric and fibre, 3D ◆ sculpture, ◆ design(symbols/logos etc), photography, ◆ paper mache, ◆ electronic media and ◆ film ◆ history of art 	<ul style="list-style-type: none"> ◆ Balance ◆ Blending ◆ Colour ◆ Composition ◆ Contrast ◆ Form/Shape ◆ Line ◆ Motifs ◆ Texture ◆ Tone/Shading 	<ul style="list-style-type: none"> ◆ Teachers' strengths ◆ Local art galleries/artists ◆ TKI site ◆ Visiting artists/community ◆ Music resources (where is location? do we need more?)
<p>Music By the end of Year 6 students will: Contribute to Music making using tuned/untuned instruments</p> <ul style="list-style-type: none"> ◆ Have a practical knowledge of basic music elements (tempo, beat, rhythm etc within ◆ movement, singing, playing and listening activities) ◆ Identify and describe a range of instruments from different cultures 	<p>Listening Moving Singing Playing</p>	<ul style="list-style-type: none"> ◆ Accent ◆ Beat ◆ Body Percussion ◆ Chant ◆ Chorus ◆ Dynamics ◆ Ensemble ◆ Improvisation ◆ Notation ◆ Pitch ◆ Rest ◆ Rhythm ◆ Sequence ◆ Soundscape ◆ Style ◆ Tempo ◆ Unison 	<ul style="list-style-type: none"> ◆ Guitar/ukulele lessons ◆ Recorder Lessons ◆ Choir - Tracey ◆ School waiata ◆ School Band

The Disciplines for the Arts	Teaching Ideas/points to consider		Resources (not including School resources)
<p>Dance By the end of Year 6 students will:</p> <ul style="list-style-type: none"> ◆ Have contributed and participated in a range of performances ◆ Have a practical knowledge of basic dance elements ◆ Identify and describe a range of dances from other times, places and culture 	<ul style="list-style-type: none"> ◆ Body awareness ◆ Energy ◆ Flow ◆ Force ◆ Relationships ◆ Space ◆ Speed ◆ Time 	<ul style="list-style-type: none"> ◆ Choreography ◆ Contrast movements ◆ Costumes/props ◆ Different genre ◆ Fall ◆ Games/themes ◆ Improvisation ◆ Levels ◆ Movement motif/ ◆ Rhythm ◆ Sequence 	<p>Local Dance Classes</p> <ul style="list-style-type: none"> ◆ Teachers strengths ◆ Visiting artists
<p>Drama By the end of Year 6 students will:</p> <ul style="list-style-type: none"> ◆ Have a practical knowledge of drama techniques/elements ◆ Be able to express their ideas with confidence ◆ Work collaboratively 	<ul style="list-style-type: none"> ◆ Action ◆ Focus ◆ Role 	<ul style="list-style-type: none"> ◆ Chant ◆ Facial expression ◆ Flashback/forward ◆ Freeze frame ◆ Gesture ◆ Hot seating ◆ Improvisation ◆ Masks/Costumes/ ◆ Light/Sound 	<p>Visiting artists</p> <ul style="list-style-type: none"> ◆ Teachers strengths ◆ DVD/video ◆ Performances ◆ Theatre groups

Integration of 1 Strand per Term

This is a guide for when different Strands of The Arts could be covered; these could change to ensure that there is integration and connection between all learning areas

	Term One	Term Two	Term Three	Term Four
<p>Major Focus</p>	<p>Music Songs Waiata Kiwi Kids Songs Beat/rhythm/accent Musical instrument School songs Creating own songs//musical presentations</p>	<p>Visual Art Clay work Linoprints/printmaking Fabric work- batik/screen-printing Murals Collage Weaving</p>	<p>Drama Plays - production would incorporate all strands School presentations Learning presentation skills-body language, gesture, facial Creating own scripts/presentations Little Red Rockin Hood</p>	<p>Dance Complex dance moves Presenting as dance Folk Dancing Beat/rhythm/time/patterns and routines Performing to music Production Term 3</p>

ICT at Kerikeri Primary School:

- ◆ The effective use of ICT as a tool for enhancing teaching and learning will be met by working towards the following goals:
- ◆ To increase the skills and confidence of teachers in using the ICT in their classroom
- ◆ To increase the use of ICT in teaching programmes to enhance student learning
- ◆ To improve the levels of information literacy for students.....
- ◆ To develop a network of support between schools in the cluster
- ◆ To increase administrative efficiencies
- ◆ To develop and review ICT plans and policies...
- ◆ To produce resources that may be used in the classroom.
- ◆ The effective use of ICT as a tool for teaching and learning is an important part of Kerikeri Primary School's learning culture that can enhance learning options and outcomes across the curriculum.
- ◆ We see ICT as an integral part of the learning process and not as an added extra. It enhances learning and provides opportunities:
- ◆ For collaborative learning
- ◆ To access a wide range of information sources
- ◆ For learners to be more motivated
- ◆ For learners to develop problem solving, critical thinking and higher order thinking skills
- ◆ To develop information skills in meaningful contexts
- ◆ To produce work using a variety of multimedia
- ◆ For children to express themselves.
- ◆ It is recognised that to achieve these goals it is necessary to continue upgrading of the existing infrastructure and continue to provide opportunities for staff to up-skill. This process is supported with staff being involved in relevant Professional Development through specific and targeted need with the IT Lead Teacher, continued updating of devices and the development of BYOD. It is expected that teachers at Kerikeri Primary School include ICT integration as part of the planning process in their teaching and learning programmes where applicable.

Learning about ICT: teachers and children develop skills and knowledge in the potential uses of ICT to support learning.

Learning with ICT: teachers and children use ICT resources to support the classroom curriculum.

Learning through ICT: teachers and children use ICT to transform the process of teaching and learning, learning in new ways.

LEARN, CREATE, SHARE

ICT in the Classroom

Belief: We believe that all children must have access to and use 21st century Technologies to transform their learning experiences e-Learning is integrated throughout the curriculum to transform learning, create content and share in authentic forums

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught Dependent on context</i>	<i>Teaching Strategies/ How do we go about addressing the needs of the Learner</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Teacher Observation ◆ Relationship with other learning contexts ◆ Skills needed within Inquiry ◆ 'Just in time' learning - Learner Identified needs 	<ul style="list-style-type: none"> ◆ Learner agency ◆ Tuakana/teina ◆ Real world contexts connecting locally, nationally globally ◆ Learners sharing skills with mini PD sessions around a common need(workshops) ◆ Integrated appropriate and relevant use of Digital Technologies to enhance learning ◆ Learning is visible ◆ learning within the 'create' element 	<ul style="list-style-type: none"> ◆ Akonga are competent users of IT using this as a way to communicate ,gather, organise ideas ◆ Akonga are using skills within and across the curriculum ◆ Evidence of learning produced ◆ Akonga demonstrate understanding of Cybersafety

Physical Education

Belief: We believe that all students need to develop the knowledge, skills, attitude and confidence tenable them to participate effectively in team and individual activities using the principles of fair play.

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Guided by NZ Curriculum ◆ In response to the identified trends/needs and interests of our students ◆ Follow a School's Year LTP (following seasons/events) ◆ School overview developed to ensure all areas are covered ◆ Use of the Fundamental Skills text and DVDs 	<ul style="list-style-type: none"> ◆ model a positive attitude to physical activity. ◆ making use of staff strengths ◆ Follow the School's Yearly PE overview ◆ Provide a daily fitness programme of 10-20 mins. ◆ Implement one directed PE lesson with specific objectives per week of 45-60 mins ◆ Promote participation in a variety of school sports teams ◆ Promote the availability of activities within the community and encourage students to explore opportunities ◆ Use school wide/inter school events as a focus e.g. cross country, athletics, gymnastics, aquatics etc. ◆ Utilise outside agencies and people with specific skills to maximize the efficiency of teaching and to provide for safe learning i.e Sport Northland ◆ A set requirement that all students will have experienced basic aquatics skills programme by the end of Year 6- Swim Safe Programme ◆ By providing staff PD when needs and opportunities arise ◆ Providing a range of participation and competition based opportunities with an overall goal to succeed ◆ Exploring sports and participating in a variety of sporting skills 	<ul style="list-style-type: none"> ◆ Students will have a positive attitude towards Physical Activity ◆ Students will display fair play attributes. ◆ Students will show improvements in skill development ◆ Teachers will use Fundamental Skills evaluation forms/rubrics to highlight low and high achievers, skills and attitudes according specific unit objectives ◆ Anecdotal notes recorded ◆ Students will demonstrate the ability to organise and play games where the focus is on enjoyment for everybody ◆ Growth in participation levels in sports codes both inside and outside of school ◆ Children will display increased confidence and skills in physical activities ◆ Better awareness of Health and fitness ◆ Make better choice about fitness, behaviour, friendships etc

Overview for PE

Fundamental Movement and Skills			
Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Small Ball Skills ◆ (Term 1 Assessment Focus) ◆ Catching ◆ Throwing ◆ Fielding ◆ Hitting ◆ Striking ◆ Trapping ◆ Dribbling ◆ Passing ◆ Game skills ◆ Application to games: e.g ◆ Softball ◆ Frisbee ◆ Cricket ◆ Hockey 	<ul style="list-style-type: none"> ◆ Large Ball Skills ◆ (Term 2 Assessment Focus) ◆ Passing ◆ Catching ◆ Kicking ◆ Dribbling ◆ Running with the ball ◆ Intercepting ◆ Invasive Game skills ◆ Application to games: e.g. ◆ Netball ◆ Basketball ◆ Rugby ◆ Soccer ◆ Volleyball 	<ul style="list-style-type: none"> ◆ Large Ball Skills ◆ (Term 3 Assessment Focus) ◆ Passing ◆ Catching ◆ Kicking ◆ Dribbling ◆ Running with the ball ◆ Intercepting ◆ Game skills ◆ Application to games: e.g. ◆ Netball ◆ Basketball ◆ Rugby ◆ Soccer ◆ Volleyball 	<ul style="list-style-type: none"> ◆ Small Ball Skills ◆ (Term 4 Assessment Focus) ◆ Catching ◆ Throwing ◆ Fielding ◆ Hitting ◆ Game skills ◆ Application to games: e.g ◆ Softball ◆ Frisbee ◆ Cricket
Other areas to be covered within the Term – perhaps as a part of the Team’s focus			
Aquatic Skills	Cross Country	Gymnastics	Athletics
<ul style="list-style-type: none"> ◆ Assessment of abilities ◆ Safety and confidence. ◆ Tuition of basic stroke ◆ techniques and refinement. ◆ Use of Swim Safe Programme staff 	<ul style="list-style-type: none"> ◆ Running for fitness ◆ Steady state running for ◆ endurance. ◆ Running techniques. ◆ Safe running for protection and ◆ prevention of injury 	<ul style="list-style-type: none"> ◆ Balance ◆ Rotation ◆ Flight and landing ◆ Agility ◆ Combinations 	<ul style="list-style-type: none"> ◆ Sprints and middle distance. ◆ Jumping ◆ Throwing ◆ Shotput ◆ Discus
<p>Fitness Regular fitness activities determined by classroom teachers according to needs. May include running, shuttles, relays and other aerobic activities to provide variety and reinforcement of others skills as well as fitness. 10-20 mins per day</p>			
<p>Sports Students involved in optional school teams in various codes. Development of teamwork, strategies, team organisation. Use of outside sports groups/experts to come in and work with class groups. Examples and possibilities include rippa rugby, soccer, touch rugby, netball and golf. Work with Sport Northland</p>			

Health

Belief: We believe students need to develop the knowledge, skills and attitudes, tenable them to make informed decisions in relation to their own well-being, to that of others and to society.

Planning	Programme	Assessment
Identify	Explore and Act	Reflect
<i>How do we know what needs to be taught</i>	<i>Teaching Strategies/ How do we go about addressing the needs</i>	<i>How do we know when we have achieved what we set out to do</i>
<ul style="list-style-type: none"> ◆ Guided by NZ Curriculum ◆ Identified trends/patterns ◆ In response to the identified needs and interests of our students- i.e. Hygiene, healthy lunches etc. ◆ Teacher's perspectives of the needs of their students ◆ Identified needs from the community ◆ Fundamental Skills Texts/Websites ◆ Unit plans / aligned with KKPS Curriculum/ Inquiry 	<ul style="list-style-type: none"> ◆ using a variety of teaching strategies ◆ model a positive attitude and healthy choices ◆ making use of staff strengths and school wide activities ◆ Implement mini-units from overview integrating where possible with the school focus ◆ Programmes cover all key areas of learning ◆ Provide a daily fitness programme ◆ Utilise outside agencies and people with specific skills to maximize the efficiency of teaching and to provide for safe learning e.g. Life Education, Police Education Officers ◆ Use of Professionals- Health Nurse ◆ Use of Incredible Years-social coaching ◆ Teaching and learning through KORU aspects ◆ Life Education Caravan: <ul style="list-style-type: none"> ◆ Healthy eating ◆ Self - esteem ◆ Friendships 	<ul style="list-style-type: none"> ◆ Children will have a positive attitude about Health ◆ Children will make good choices for their own and others' well being ◆ Utilise Health and PE exemplars-TKI/Curriculum ◆ Formative assessments collated as per unit and individual teachers ◆ Anecdotal notes may be recorded ◆ Identified and observed positive relationships between each other ◆ Change of habits ◆ Happier children ◆ Reflecting values ◆ Tuakana /Teina evident ◆ Whanaungatanga evident ◆ Change in children's approach to: <ul style="list-style-type: none"> ◆ personal hygiene ◆ sun safety ◆ self esteem ◆ eating habits

Learning Programmes Years 1 -6

Year 1 Learning Programmes

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Swimming ◆ Philosophy ◆ Integrated Learning SST(Our Place/ Wham I/ Community) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Philosophy ◆ Integrated Learning Science (Caring for our Place/ Our Environment) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Philosophy ◆ Integrated Learning The Arts/Tech (Showtime- performing/ putting on a production) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Swimming ◆ Philosophy ◆ Integrated Learning Health and PE (Keeping myself safe/ choices- Life Ed) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC
Maths	Reading	Writing	Assessment
<ul style="list-style-type: none"> ◆ Number and Algebra ◆ Statistics ◆ Geometry and Measurement 	<ul style="list-style-type: none"> ◆ Decoding Fluency ◆ Thinking/Interpreting ◆ Making Meaning 	<ul style="list-style-type: none"> ◆ Communicates Clearly ◆ Uses Processes and Planning ◆ Presents Ideas and Information 	
<ul style="list-style-type: none"> ◆ Maths Strand Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Reading Links for Integrated programmes 	<ul style="list-style-type: none"> ◆ Writing Links to Integrated Programmes 	
<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - Stage 3 (Early Level 1) ◆ Above - Stage 4 beginning 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - Instructional level 12-15 Green ◆ Above - Instructional level 16 or above 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - Early Level 1 or AsTTle level 1B ◆ Above Writing In Level 1 or AsTTle level 1P 	<p>Term 1</p> <ul style="list-style-type: none"> ◆ GloSS ◆ I Can (Number/ Strand) ◆ Running Records- 2 x a term ◆ AsTTle Writing ◆ JOST (At 4 weeks) ◆ Anniversary Report at 40 weeks ◆ Interim Report at 20 weeks ◆ LAD week 5 ◆ LAD review week 10

<p>Mathematics Standard - After one year at school:</p> <ul style="list-style-type: none"> students will be achieving at early level 1 in the Mathematics and Statistics Curriculum area of the New Zealand Curriculum 	<p>Reading Standard- After one year at school:</p> <ul style="list-style-type: none"> students will read, respond to and think critically about fiction and non-fiction texts at the Green level of Ready to Read 	<p>Writing Standard - After one year at school:</p> <ul style="list-style-type: none"> students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1 Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum 	<p>Term 2</p> <ul style="list-style-type: none"> GloSS I Can (Number/ Strand) Running Records- 2 x a term AsTTle Writing JOST (At 4 weeks) Anniversary Report at 40 weeks Interim Report at 20 weeks LAD week 5 LAD review week 10
<p>After 1 year at school</p> <p>To meet the standard the learner will: work In contexts that require them to solve problems or model situations</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> apply counting-all strategies continue sequential patterns and number patterns based on ones <p>In contexts that require them to solve problems or model situations students will be able to:</p> <ul style="list-style-type: none"> compare the lengths, areas, volumes or capacities, and weights of objects directly sort objects and shapes by a single feature and describe the feature, using everyday language represent reflections and translations by creating patterns describe personal locations and give directions, using everyday language <p>In contexts that require them to solve problems or model situations students will be able to:</p> <ul style="list-style-type: none"> investigate questions by using the statistical enquiry cycle (with support), gathering, displaying, and/ or counting category data 	<p>After 1 Year at School</p> <p>To meet the Standard the learner will:</p> <ul style="list-style-type: none"> use processes and strategies necessary to access meaning (<i>decoding</i>) use groups of letters they know to check or work out some new words recognize and uses many commonly used words read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms (<i>comprehension</i>) understand and talk about the stories they read share favourite parts with others read smoothly enjoy reading and solving problems as they read question and critically examine information and ideas (thinking and interpreting) 	<p>After 1 Year at School</p> <p>To meet the Standard the learner will:</p> <ul style="list-style-type: none"> communicate clearly, purposefully and in the styles of language suited to purposes and audience in oral and written form link writing to everyday experiences use many words known from their reading present ideas and information using written language conventions and formats suited to purpose use full stops and capital letters correctly use processes of planning, self-checking, editing and reworking to improve the quality of writing plan what they want to write about through talking, drawing or in words 	<p>Term 3</p> <ul style="list-style-type: none"> GloSS I Can (Number/ Strand) Running Records- 2 x a term AsTTle Writing JOST (Within 2 weeks of starting school) Anniversary Report at 40 weeks Interim Report at 20 weeks LAD week 5 LAD review week 10

<p>Mathematics programme What you will see:</p> <ul style="list-style-type: none"> ◆ Number 70% ◆ Strand 30% ◆ Drill & Practice ◆ Using Materials ◆ Whole class ◆ Group work - mixed ability/ ability ◆ Modelling books ◆ Questioning ◆ Maths talk ◆ Patterning 	<p>Reading Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Newsboard ◆ CAP ◆ Shared Book ◆ Reading t ◆ Reading with ◆ Reading by ◆ Phonics/Word work (integrated into Shared/ group/Writing) ◆ Whole class ◆ Group work ◆ Modelling books ◆ Poetry ◆ At Least 2 Running Records per student/per term (more if there is slow movement and/or concern) 	<p>Writing Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Daily writing ◆ Handwriting ◆ Spelling/wordstudy ◆ Choice with writing style ◆ Writing style to suit the purpose ◆ Editing/proof reading ◆ Self and peer FB/FF ◆ Use of the Writing Process ◆ Models ◆ Exemplars ◆ Learning Progressions 	<p>Term 4</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 2 x a term ◆ JOST (At 4 weeks) ◆ I Can (Number/ Strand) ◆ Anniversary Report at 40 weeks ◆ Interim Report at 20 weeks ◆ LAD Summary for year week 5
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Year 2 Learning Programmes

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Swimming ◆ Philosophy ◆ Integrated Learning SST(Our Place/ Wham I/ Community) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Fitness/PE ◆ Philosophy ◆ Integrated Learning Science (Caring for our Place/ Our Environment) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Fitness/PE ◆ Philosophy ◆ Integrated Learning The Arts/Tech (Showtime- performing/ putting on a production) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art ◆ Dance/Drama ◆ Current Events/Global ◆ Swimming ◆ Philosophy ◆ Integrated Learning Health and PE(Keeping myself safe/ choices- Life Ed) ◆ Music ◆ Sharing//Oral language ◆ ICT ◆ PE ◆ EOTC
Maths	Reading	Writing	Assessment
<ul style="list-style-type: none"> ◆ Number and Algebra ◆ Statistics ◆ Geometry and Measurement 	<ul style="list-style-type: none"> ◆ Decoding Fluency ◆ Thinking/Interpreting ◆ Making Meaning 	<ul style="list-style-type: none"> ◆ Communicates Clearly ◆ Uses Processes and Planning ◆ Presents Ideas and Information 	
<ul style="list-style-type: none"> ◆ Maths Strand Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Reading Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Writing Links to Integrated Programmes 	
<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At: Stage 4 beginning ◆ Above: Stage 5 Beginning 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - Reading level 17-20 ◆ Above - Reading Level 21+ 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ Children are working in Level 1 ◆ At - Writing 1P/A ◆ Above- Level 2B 	<p>Term 1</p> <ul style="list-style-type: none"> ◆ GloSS ◆ 6 Year net ◆ Running Records- 2 x a term ◆ AsTTle Writing ◆ STAR ◆ I Can (Number/Strand) ◆ Anniversary Report at 80 weeks ◆ Interim Report at 40 weeks ◆ LAD week 5 ◆ LAD review week 10

<p>Mathematics Standard - After one year at school:</p> <ul style="list-style-type: none"> students will be achieving at early level 1 in the Mathematics and Statistics Curriculum area of the New Zealand Curriculum 	<p>Reading Standard- After one year at school:</p> <ul style="list-style-type: none"> students will read, respond to and think critically about fiction and non-fiction texts at the Green level of Ready to Read 	<p>Writing Standard - After one year at school:</p> <ul style="list-style-type: none"> students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1 Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum 	<p>Term 2</p> <ul style="list-style-type: none"> GloSS Running Records- 2 x a term AsTTle Writing 6 Year net Anniversary Report at 80 weeks Interim Report at 60 weeks LAD week 5 LAD review week 10
<p>After 2 years at school Learners will:</p> <ul style="list-style-type: none"> Use a variety of strategies to calculate and estimate Discern when results of calculations and estimates are reasonable Recognise and create patterns, and see relationships in numbers, shapes and measures In contexts that require them to solve problems or model situations, students will be able to: Apply counting-on, counting-back, skip- counting, and simple grouping strategies to combine or partition whole numbers Use equal sharing and symmetry to find fractions of sets, shapes, and quantities Create and continue sequential patterns by identifying the unit of repeat Continue number patterns based on ones, twos, fives, and tens 	<p>After 2 Years at School Learners will:</p> <ul style="list-style-type: none"> Uses processes and strategies necessary to access meaning (decoding etc) Uses what they know about letters and other words to work out new words. Notices when they make important mistakes (especially if things stop making sense) and know how to fix them, most of the time. Uses labels, speech bubbles, charts and tables to help them understand the stories. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms. (comprehension) Reads whole sentences without big pauses, and uses the punctuation so that the reading sounds smooth and interesting. Reads silently by themselves Question and critically examine information and ideas. (thinking and interpreting) Tells if the story is real or made up, remembers important parts of it and is able to find parts that answer questions. 	<p>After 2 Years at School Learners will:</p> <ul style="list-style-type: none"> Communicate clearly, purposefully and in the styles of language suited to purposes and audience in oral and written form. Write stories and other kinds of writing (e.g simple instructions, explanations, simple descriptions) Write longer sentences and use connecting words (“Like”, “and”) to join sentence together Present ideas and information using written language conventions and formats suited to purpose. Use full stops, question marks and capital letters most of the time. Spell many words correctly. Try writing new words using what they know about other similar words (e.g look – book; play – stay) Use processes of planning, self-checking, editing and reworking to improve the quality of writing. 	<p>Term 3</p> <ul style="list-style-type: none"> GloSS Running Records- 2 x a term AsTTle Writing week 5 Anniversary Report at 80 weeks Interim Report at 60 weeks 6 Year net LAD week 5 LAD review week 10

Geometry and Measurement

Learners will:

- ◆ Recognise and use the properties of symmetry and shape
- ◆ Describe position and movement
- ◆ Use appropriate units and instruments of measurement and calculate quantities
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ Compare the lengths, areas, volumes or capacities, and weights of objects and the durations of events, using self-chosen units of measurement
- ◆ Sort objects and shapes by different features and describe the features, using mathematical language
- ◆ Represent reflections and translations by creating and describing patterns
- ◆ Describe personal locations and give directions, using steps and half- or quarter-turns
- ◆ Statistics
- ◆ **Learners will:**
- ◆ Design investigations, collect, interpret and communicate data
- ◆ Develop ideas of probability
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ Investigate questions by using the statistical enquiry cycle (with support), gathering, displaying, and/ or identifying similarities and differences in category data
- ◆ Describe the likelihoods of outcomes for a simple situation involving chance, using everyday language

<p>Mathematics programme What you will see:</p> <ul style="list-style-type: none"> ◆ Number 80% ◆ Measure 10% ◆ Statistics 10% ◆ Drill & Practice ◆ Using Materials ◆ Whole class ◆ Group work ◆ Modelling books ◆ Questioning ◆ Maths talk ◆ Patterning 	<p>Reading Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Newsboard ◆ CAP ◆ Shared Book ◆ Reading t ◆ Reading with ◆ Reading by ◆ Phonics/Word work ◆ Whole class ◆ Group work ◆ Modelling books ◆ Poetry ◆ At Least 2 Running Records per student/ per term (more if there is slow movement and/or concern) 	<p>Writing Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Daily writing ◆ Handwriting ◆ Spelling/wordstudy ◆ Choice with writing style ◆ Writing style to suit the purpose ◆ Editing/proof reading ◆ Self and peer FB/FF ◆ Use of the Writing Process ◆ Models ◆ Exemplars ◆ Learning Progressions 	<p>Term 4</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 2 x a term ◆ Anniversary Report at 80 weeks ◆ Interim Report at 60 weeks ◆ 6 Year net ◆ LAD Summary for year week 5
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Year 3 Learning Programmes

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Swimming ◆ Sharing//Oral language ◆ Inquiry - ◆ Integrated Learning SST(Our Place/ Wham I/ Community) ◆ Philosophy ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Swimming ◆ Sharing//Oral language ◆ Inquiry - ◆ Integrated Learning Science - Living World ◆ Philosophy ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Swimming ◆ Sharing//Oral language ◆ Inquiry - ◆ Integrated Learning The Arts/Tech - Production ◆ Philosophy ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Swimming ◆ Sharing//Oral language ◆ Inquiry - ◆ Integrated Learning Health and PE- Looking after self ◆ Philosophy ◆ ICT ◆ PE ◆ Trips
Maths	Reading	Writing	Assessment
<ul style="list-style-type: none"> ◆ Number and Algebra ◆ Statistics ◆ Geometry and Measurement 	<ul style="list-style-type: none"> ◆ Decoding Fluency ◆ Thinking/Interpreting ◆ Making Meaning 	<ul style="list-style-type: none"> ◆ Communicates Clearly ◆ Uses Processes and Planning ◆ Presents Ideas and Information 	
<ul style="list-style-type: none"> ◆ Maths Strand Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Reading Links for Integrated programmes 	<ul style="list-style-type: none"> ◆ Writing Links to Integrated Programmes 	
Performance Indicator	Performance Indicator	Performance Indicator	Term 1
<ul style="list-style-type: none"> ◆ At Stage 5 Beginning ◆ Above Stage 6 	<ul style="list-style-type: none"> ◆ At - 21-26 ◆ Star Stanine 5/6+ 	<ul style="list-style-type: none"> ◆ At- Level 1A/2B 	<ul style="list-style-type: none"> ◆ GLoSS ◆ I Cans ◆ RRs (1 per term for SMS) ◆ AsTTle writing sample ◆ LAD week 5 ◆ LAD review week 10

<p>Maths Standard after 3 years</p> <ul style="list-style-type: none"> Students will be achieving at early level 2 in the Mathematics and Statistics Curriculum area of the New Zealand Curriculum. 	<p>Reading Standard After three years</p> <ul style="list-style-type: none"> Students will read, respond to, and think critically about fiction and non-fiction texts at the Gold level of Ready to Read. 	<p>Writing Standard After three years at school</p> <ul style="list-style-type: none"> Students will create texts as they learn in a range of contexts across the New Zealand Curriculum as they work in Early level 2. Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum. 	<p>Term 2</p> <ul style="list-style-type: none"> STAR RRs (1 per term in SMS) GLOSS AsTTle writing LAD Week 5 LAD Review week 10
<p>Number and Algebra:</p> <ul style="list-style-type: none"> Use a variety of strategies to calculate and estimate. Discern when results of calculations and estimates are reasonable. Recognise and create patterns, and see relationships in numbers, shapes and measures. 60 per day teaching time In contexts that require them to solve problems or model situations Apply basic addition facts and knowledge of place value and symmetry to: combine or partition whole numbers find fractions of sets, shapes, and quantities to create and continue sequential patterns with one or two variables by identifying the unit of repeat continue spatial patterns and number patterns based on simple addition or subtraction 	<p>Learners will:</p> <ul style="list-style-type: none"> Use processes and strategies necessary to access meaning (decoding etc) Use the picture or the meaning of the story to work out unfamiliar words, or to understand the meaning. Notice when they have made a mistake and fix it up most of the time. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms. (comprehension) Find information that is clearly stated in the story, as well as some information that is hidden or suggested. Talk about the meaning of the story and tell you what they have learned from reading about a special topic and check out if they know as much as the author when reading about an area of interest. Question and critically examine information and ideas. (thinking and interpreting) 	<p>Learners will:</p> <ul style="list-style-type: none"> Communicate clearly, purposefully and in the styles of language suited to purposes and audience in oral and written form. Think about, records and communicate experiences, ideas and information. Organise writing using a basic structure (e.g writing a text with a beginning, a middle and an ending) Write for a range of purposes that are linked to the curriculum (e.g a report for social sciences) Write mainly simple (and sometimes complex) sentences that have different beginnings and lengths. Use some words that are specifically about the topic and chosen for the audience. Present ideas and information using written language conventions and formats suited to purpose. Often correctly spells words and use what they know about sounds to try to work out how to spell unknown words. Build on knowledge of punctuation and uses it more often Use processes of planning, self checking, editing and reworking to improve the quality of writing 	<p>Term 3</p> <ul style="list-style-type: none"> ASTTle Writing GLOSS RR LAD week 5 LAD review week 10

Geometry and Measurement

- ◆ Recognise and use the properties of symmetry and shape.
- ◆ Describe position and movement. Use appropriate units and instruments of measurement and calculate quantities to:
- ◆ Measure the lengths, areas, volumes or capacities, and weights of objects and the duration of events, using linear whole-number scales and applying basic addition facts to standard units
- ◆ Sort objects and two - and three dimensional shapes by their features, identifying categories within categories
- ◆ Represent reflections, translations, and rotations by creating and describing patterns
- ◆ Describe personal locations and give directions, using whole-number measures and half- or quarter-turns.

Statistics

- ◆ Design investigations, collect, interpret and communicate data. Develop ideas of probability.
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ Investigate questions by using the statistical enquiry cycle (with support): gather and display category and simple whole-number data interpret displays in context
- ◆ Compare and explain the likelihoods of outcomes for a simple situation involving chance

<p>Maths Programme What you will see: Number 60% Strand 40%</p> <ul style="list-style-type: none"> ◆ Drill & Practice ◆ Needs based /differentiated learning ◆ Instructional groups ◆ A daily starter activity based on a learning gap identified from the data. ◆ Using Materials ◆ Whole class ◆ Group work - mixed ability and needs based ◆ Modelling books ◆ Questioning ◆ Maths talk ◆ Patterning ◆ Problem solving ◆ Rich tasks 	<p>Reading Programme What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided reading ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Shared Book ◆ Reading to, Reading with Reading by ◆ Vocabulary development ◆ Modelling books ◆ Poetry ◆ Running Record (per student/per term) ◆ Independent reading ◆ LIs and SC ◆ 100 minutes per day of Literacy 		<p>Term 4</p> <ul style="list-style-type: none"> ◆ PAT Maths ◆ RRs ◆ LAD summary of year
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Learning Programmes Year 4

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ Swimming ◆ Inquiry- SST ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ PE Fitness ◆ Inquiry- Science- Living World ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ PE/ Fitness ◆ Inquiry- The Arts/Tech- Production ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ Swimming ◆ Inquiry- Health and PE- Looking after self- Life ed Caravan ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips
Maths	Reading	Writing	Assessment
<ul style="list-style-type: none"> ◆ Number and Algebra ◆ Statistics ◆ Geometry and Measurement 	<ul style="list-style-type: none"> ◆ Decoding Fluency ◆ Thinking/Interpreting ◆ Making Meaning 	<ul style="list-style-type: none"> ◆ Communicates Clearly ◆ Uses Processes and Planning ◆ Presents Ideas and Information 	
<ul style="list-style-type: none"> ◆ Maths Strand Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Reading Links for Integrated programmes 	<ul style="list-style-type: none"> ◆ Writing Links to Integrated Programmes 	
<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - Stage 5 (Middle/End) ◆ PAT Stanine 5/6+ ◆ Above- Stage 6 (Begin) ◆ PAT Stanine 7+ 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At- Level 2 Reading Age 8.5-9.0yrs ◆ STAR/ PAT % ◆ Above - Level 4 ◆ Reading Age 9-10yrs 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - Writing 2P Proficient ◆ Above - 3B 	<p>Term 1</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 1 x a term ◆ AsTTle Writing ◆ LAD week 5 ◆ LAD review week 10

<p>Mathematics Standard By the end of year 4, students will be achieving at level 2 in the Mathematics and Statistics Curriculum area of the New Zealand Curriculum</p>	<p>Reading standards By the end of year 4, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2.</p>	<p>Writing Standard By the end of year 4, students will create texts as they learn in a range of contexts across the New Zealand Curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum</p>	<p>Term 2 GloSS STAR Running Records- 1 x a term AsTTle Writing LAD week 5 LAD review week 10</p>
<p>After 4 years at school Learners will: Use a variety of strategies to calculate and estimate. Discern when results of calculations and estimates are reasonable. Recognise and create patterns, and see relationships in numbers, shapes and measures. Receive 60 minutes instruction per day In contexts that require them to solve problems or model situations, students will be able to: apply basic addition and subtraction facts, simple multiplication facts, and knowledge of place value and symmetry to combine or partition whole numbers find fractions of sets, shapes, and quantities create, continue, and give the rule for sequential patterns with two variables create and continue spatial patterns and number patterns based on repeated addition or subtraction.</p>	<p>After 4 Years at School Learners will: Use processes and strategies necessary to access meaning (decoding etc) Notice when they are making a mistake in their reading and able to fix it, most of the time. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms. (comprehension) Know what they like read and is able to choose what's right for them. Understand what they are reading and is able to talk about the main ideas that are not so obvious. Recognise and understand the information in different kinds of books. Read smoothly, like talking. Read to find out information, like answers to questions. Question and critically examine information and ideas. (thinking and interpreting)</p>	<p>After 4 Years at School Learners will: Communicate clearly, purposefully and in the styles of language suited to purposes and audience in oral and written form. Use writing to think about, record and communicate experiences, ideas and information. Write by themselves for different purposes. Know that their writing needs to be suited to the audience. Present ideas and information using written language conventions and formats suited to purpose. Publish their writing in a variety of ways including using computers, cameras, illustrations and diagrams. Use processes of planning, self-checking, editing and reworking to improve the quality of writing. Read and change their writing to improve it, most of the time. Notice mistakes and corrects them in their writing (spelling, grammar, punctuation) most of the time</p>	<p>Term 3 GloSS Running Records- 1 x a term for SMS AsTTle Writing week 5 LAD week 5 LAD review week 10</p>

<p>Geometry and Measurement Recognise and use the properties of symmetry and shape.</p> <p>Describe position and movement. Use appropriate units and instruments of measurement and calculate quantities.</p> <p>In contexts that require them to solve problems or model situations, students will be able to:</p> <p>measure the lengths, areas, volumes or capacities, weights, and temperatures of objects and the duration of events, reading scales to the nearest whole number and applying addition, subtraction, and simple multiplication to standard units sort objects and two- and three dimensional shapes by two features simultaneously</p> <p>represent and describe the symmetries of a shape</p> <p>create nets for cubes</p> <p>describe personal locations and give directions, using simple maps. Statistics</p> <p>Design investigations, collect, interpret and communicate data. Develop ideas of probability.</p> <p>In contexts that require them to solve problems or model situations, students will be able to:</p> <p>investigate questions by using the statistical enquiry cycle</p> <p>independently: gather and display category and simple whole-number data</p> <p>interpret displays in context</p> <p>compare and explain the likelihoods of outcomes for a simple situation involving chance, acknowledging uncertainty</p>			
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<p>Mathematics programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based /differentiated learning ◆ Instructional groups ◆ A daily starter activity based on a learning gap identified from the data. ◆ Drill & Practice ◆ Using Materials ◆ Modelling books ◆ Questioning ◆ Maths talk ◆ Problem solving ◆ Rich tasks ◆ Number 60% ◆ Strand 40% 	<p>Reading Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided reading ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Shared Book ◆ Reading to Reading with Reading by ◆ Modelling books ◆ Running Record (per student/per term for new and WB/B) ◆ Independent reading ◆ Integrated tasks 	<p>Writing Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided writing groups ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Vocabulary development ◆ Writing process used ◆ Modelling books ◆ Choice ◆ Independent writing ◆ Functional writing ◆ Use of exemplars 	<p>Term 4</p> <ul style="list-style-type: none"> ◆ GloSS ◆ PAT Maths ◆ PAT Reading Comp/ Vocab ◆ Running Records- 1 x a term for SMS ◆ ◆ LAD Summary for year week 5
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Learning Programmes Year 5

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ Swimming ◆ Inquiry- SST ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips ◆ 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ PE Fitness ◆ Inquiry- Science- Living World ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ PE/ Fitness ◆ Inquiry- The Arts/Tech- Production ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ Swimming ◆ Inquiry- Health and PE- Looking after self- Life ed Caravan ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips ◆
Maths	Reading	Writing	Assessment
<ul style="list-style-type: none"> ◆ Number and Algebra ◆ Statistics ◆ Geometry and Measurement 	<ul style="list-style-type: none"> ◆ Decoding Fluency ◆ Thinking/Interpreting ◆ Making Meaning 	<ul style="list-style-type: none"> ◆ Communicates Clearly ◆ Uses Processes and Planning ◆ Presents Ideas and Information 	
<ul style="list-style-type: none"> ◆ Maths Strand Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Reading Links for Integrated programmes 	<ul style="list-style-type: none"> ◆ Writing Links to Integrated Programmes 	
<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At -Late EA/ Early AA ◆ Above AM 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ AT- PAT/STAR- stanine ½ ◆ 9-10 reading age ◆ Above- PAT/STAR - stanine 7+ ◆ 10-11 reading age 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At- Level 3B ◆ Above - level 3A 	<p>Term 1</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 1 x a term ◆ AsTTle Writing ◆ LAD week 5 ◆ LAD review week 10

<p>Mathematics Standard By the end of year 5, students will be achieving at early level 3 in the mathematics and statistics curriculum area of the New Zealand Curriculum</p>	<p>Reading Standard By the end of year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 3.</p>	<p>Writing Standard By the end of year 5, students will create texts as they learn in a range of contexts across the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.</p>	<p>Term 2 GloSS STAR Running Records- 1 x a term AsTTle Writing LAD week 5 LAD review week 10</p>
<p>After 5 years at school Learners will:</p> <ul style="list-style-type: none"> ◆ Use a variety of strategies to calculate and estimate. ◆ Discern when results of calculations and estimates are reasonable. Recognise and create patterns, and see relationships in numbers, shapes and measures. ◆ Receive 60 minutes teaching time ◆ In contexts that require them to solve problems or model situations, students will be able to: ◆ Apply additive and simple multiplicative strategies and knowledge of symmetry to: combine or partition whole numbers. find fractions of sets, shapes, and quantities ◆ Create, continue, and predict further members of sequential patterns with two variables ◆ Describe spatial and number patterns, using rules that involve spatial features, repeated addition or subtraction, and simple multiplication. 	<p>After 5 Years at School Learners will:</p> <ul style="list-style-type: none"> ◆ Use processes and strategies necessary to access meaning (decoding etc) ◆ Choose what reading skills they use when they have difficulties and when they are reading harder stories (e.g re-reading parts they don't understand). ◆ Work out words they don't know by using other words around the problem, pictures and other clues. Understand and discuss the different levels of meaning a story can have – e.g understanding hidden meaning. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms. (comprehension) ◆ Read for longer periods of time. Choose stories that support their learning and chooses stories tread on their own. ◆ Read different stories about the same topic and is able to pull this information together to express an idea, or write on a topic. ◆ Question and critically examine information and ideas. (thinking and interpreting) ◆ Ask and answer questions about things they read. ◆ Discuss the way authors have made choices when writing, about the words, places, characters and ideas the authors have chosen 	<p>After 5 Years at School Learners will:</p> <ul style="list-style-type: none"> ◆ Communicate clearly, purposefully and in the styles of language suited to purposes and audience in oral and written form. ◆ Use different ways to think about, plan, organize and communicate experiences, information and ideas. Use words and phrases that are about a topic and chosen for the audience. ◆ Choose the best way to express their message or ideas in writing. Organise their writing, using detail to support main ideas and paragraphs to group their ideas. ◆ Present ideas and information using written language conventions and formats suited to purpose. ◆ Choose the best way to publish their writing, including computer technology, print, charts and diagrams. ◆ Use processes of planning, self-checking, editing and reworking to improve the quality of writing. Improves the clarity and impact of their writing, often after feedback from others. ◆ Check their own writing for correct spelling, grammar and punctuation 	<p>Term 3</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 1 x a term for SMS ◆ AsTTle Writing week 5 ◆ LAD week 5 ◆ LAD review week 10

Geometry and Measurement

- ◆ Recognise and use the properties of symmetry and shape.
- ◆ Describe position and movement. Use appropriate units and instruments of measurement and calculate quantities.
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ measure time and the attributes of objects, choosing appropriate standard units and working with them to the nearest tenth
- ◆ sort two- and three-dimensional shapes, considering the presence and/or absence of features simultaneously and justifying the decisions made
- ◆ represent and describe the results of reflection, rotation, and translation on shapes
- ◆ create nets for rectangular prisms
- ◆ draw plan, front, and side views of objects
- ◆ describe locations and give directions, using grid references and points of the compass.
- ◆ Statistics
- ◆ Design investigations, collect, interpret and communicate data. Develop ideas of probability.
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ investigate summary and comparison questions by using the statistical enquiry cycle
- ◆ gather, display, and identify patterns in category and whole-number data. interpret results in context;
- ◆ order the likelihoods of outcomes for simple situations involving chance, experimenting or listing all possible outcomes.



<p>Mathematics programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based /differentiated learning ◆ Instructional groups ◆ A daily starter activity based on a learning gap identified from the data. ◆ Drill & Practice ◆ Using Materials ◆ Modelling books ◆ Questioning ◆ Maths talk ◆ Problem solving ◆ Rich tasks ◆ Number 60% ◆ Strand 40% 	<p>Reading Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided reading ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Shared Book ◆ Reading to Reading with Reading by ◆ Modelling books ◆ Running Record (per student/per term for new and WB/B) ◆ Independent reading ◆ Integrated tasks ◆ Reading Comprehension Strategies 	<p>Writing Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided writing groups ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Vocabulary development ◆ Writing process used ◆ Modelling books ◆ Choice ◆ Independent writing ◆ Functional writing ◆ Use of exemplars 	<p>Term 4</p> <ul style="list-style-type: none"> ◆ GloSS ◆ PAT Maths ◆ PAT Reading Comp/ Vocab ◆ Running Records- 1 x a term for SMS ◆ LAD Summary for year week 5
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Learning Programmes Year 6

Term One	Term Two	Term Three	Term Four
<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ Swimming ◆ Inquiry- SST ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips ◆ 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ PE Fitness ◆ Inquiry- Science- Living World ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips ◆ 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ PE/ Fitness ◆ Inquiry- The Arts/Tech- Production ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips ◆ 	<ul style="list-style-type: none"> ◆ Te Reo ◆ Visual Art Dance/Drama ◆ Current Events ◆ Swimming ◆ Inquiry- Health and PE- Looking after self- Life ed Caravan ◆ Music ◆ Sharing/speeches ◆ ICT ◆ PE ◆ Trips
Maths	Reading	Writing	Assessment
<ul style="list-style-type: none"> ◆ Number and Algebra ◆ Statistics ◆ Geometry and Measurement 	<ul style="list-style-type: none"> ◆ Decoding Fluency ◆ Thinking/Interpreting ◆ Making Meaning 	<ul style="list-style-type: none"> ◆ Communicates Clearly ◆ Uses Processes and Planning ◆ Presents Ideas and Information 	
<ul style="list-style-type: none"> ◆ Maths Strand Links for Integrated Programmes 	<ul style="list-style-type: none"> ◆ Reading Links for Integrated programmes 	<ul style="list-style-type: none"> ◆ Writing Links to Integrated Programmes 	
<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At - AA ◆ Above- AM 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ AT- PAT/STAR- stanine 5% ◆ 10-11 reading age ◆ Above- PAT/STAR - stanine 7+ ◆ 12+ reading age 	<p>Performance indicator:</p> <ul style="list-style-type: none"> ◆ At- Level 3A ◆ Above - level 4+ 	<p>Term 1</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 1 x a term ◆ AsTTle Writing ◆ LAD week 5 ◆ LAD review week 10

<p>Mathematics Standard By the end of year 6, students will be achieving at level 3 in the mathematics and statistics curriculum area of the New Zealand Curriculum.</p>	<p>Reading Standard By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3</p>	<p>Writing Standard By the end of year 6, students will create texts as they learn in a range of contexts across the New Zealand Curriculum at level 3. Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum</p>	<p>Term 2 GloSS STAR Running Records- 1 x a term AsTTle Writing LAD week 5 LAD review week 10</p>
<p>After 6 years at school Learners will:</p> <ul style="list-style-type: none"> ◆ Use a variety of strategies to calculate and estimate. ◆ Discern when results of calculations and estimates are reasonable. Recognise and create patterns, and see relationships in numbers, shapes and measures. ◆ Receive 60 minutes instruction per day ◆ In contexts that require them to solve problems or model situations, students will be able to: ◆ apply additive and simple multiplicative strategies flexibly to: combine or partition whole numbers, including performing mixed operations and using addition and subtraction as inverse operations. ◆ Find fractions of sets, shapes, and quantities ◆ determine members of sequential patterns, given their ordinal positions ◆ describe spatial and number patterns, using: tables and graphs. rules that involve spatial features, repeated addition or subtraction, and simple multiplication. 	<p>After 6 Years at School Learners will:</p> <ul style="list-style-type: none"> ◆ Use processes and strategies necessary to access meaning (decoding etc) ◆ Work out words they don't know the meaning of by using clues in the story or pictures and diagrams. ◆ Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms. (comprehension) ◆ Read longer stories more quickly and reads for longer periods of time. ◆ Find information and ideas easily in the story, as well as information that is more hidden – using clues in the story and what they already know. ◆ Quickly find important ideas and information by 'skimming' and 'scanning' (e.g using subheadings, key words, or first sentences in paragraphs). ◆ Know they sometimes need tread from several sources of information (books, magazines, the internet) to get all the information they need for their work. ◆ Question and critically examine information and ideas. (thinking and interpreting) 	<p>After 6 Years at School Learners will:</p> <ul style="list-style-type: none"> ◆ Communicate clearly, purposefully and in the styles of language suited to purposes and audience in oral and written form. ◆ Choose the type of writing to suit the audience. ◆ Choose words carefully to suit the topic or purpose and to make people want tread their writing. ◆ Present ideas and information using written language conventions and formats suited to purpose. ◆ Organise their writing logically using paragraphs as well as other features like headings, subheadings, diagrams, pictures and captions. ◆ Spell most words correctly and use appropriate punctuation. ◆ Use processes of planning, self-checking, editing and reworking to improve the quality of writing. ◆ Plan what they will write about in different ways. ◆ Check their writing to make sure it makes sense. 	<p>Term 3</p> <ul style="list-style-type: none"> ◆ GloSS ◆ Running Records- 1 x a term for SMS ◆ AsTTle Writing week 5 ◆ LAD week 5 ◆ LAD review week 10

Geometry and Measurement

- ◆ Recognise and use the properties of symmetry and shape.
- ◆ Describe position and movement. Use appropriate units and instruments of measurement and calculate quantities.
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ measure time and the attributes of objects, choosing appropriate standard units
- ◆ use arrays to find the areas of rectangles and the volumes of cuboids, given whole-number dimensions
- ◆ sort two- and three-dimensional shapes (including prisms), considering given properties simultaneously and justifying the decisions made
- ◆ represent and describe the results of reflection, rotation, and translation on shapes or patterns
- ◆ identify nets for rectangular prisms
- ◆ draw or make objects, given their plan, front, and side views
- ◆ describe locations and give directions, using grid references, turns, and points of the compass. Statistics
- ◆ Design investigations, collect, interpret and communicate data. Develop ideas of probability.
- ◆ In contexts that require them to solve problems or model situations, students will be able to:
- ◆ investigate summary and comparison questions by using the statistical enquiry cycle gather or access multivariate category and whole-number data. sort data into categories or intervals, display it in different ways, and identify patterns. interpret results in context, accepting that samples vary; order the likelihoods of outcomes for situations involving chance, considering experimental results and models of all possible outcomes

<p>Mathematics programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based /differentiated learning ◆ Instructional groups ◆ A daily starter activity based on a learning gap identified from the data. ◆ Drill & Practice ◆ Using Materials ◆ Modelling books ◆ Questioning ◆ Maths talk ◆ Problem solving ◆ Rich tasks <p>Number 60% Strand 40%</p>	<p>Reading Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided reading ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Shared Book ◆ Reading to Reading with Reading by ◆ Modelling books ◆ Running Record (per student/per term for new and WB/B) ◆ Independent reading ◆ Integrated tasks ◆ Reading Comprehension Strategies 	<p>Writing Programme: What you will see:</p> <ul style="list-style-type: none"> ◆ Needs based/ differentiated learning ◆ Guided writing groups ◆ A combination of oral, written and visual language ◆ Independent and collaborative literacy learning activities around the room ◆ Displays of students learning in literacy and literacy prompts on the wall. ◆ Vocabulary development ◆ Writing process used ◆ Modelling books ◆ Choice ◆ Independent writing ◆ Functional writing ◆ Use of exemplars 	<p>Term 4</p> <ul style="list-style-type: none"> ◆ GloSS ◆ PAT Maths ◆ PAT Reading Comp/ Vocab ◆ Running Records- 1 x a term for SMS ◆ LAD Summary for year week 5
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