

Curriculum



Programme

Written and adopted for trial in 2019

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Curriculum Delivery



Each Board of Trustees must foster student achievement by providing teaching and learning programmes which incorporate the National Curriculum (2007) or Te Marautanga o Aotearoa. [National Administration Guideline 1 (NAG1)]

National Guidelines

The curriculum will:

- Support and empower all students to learn and achieve personal excellence.
- Acknowledge and embrace the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa.
- Enable all students to acquire knowledge of tikanga and te reo Māori.
- Ensure that the New Zealand's cultural diversity is reflected and the histories and traditions of all its peoples are acknowledged.
- Not contain sexist, racist or discriminatory elements. Curriculum material will be sensitive to students' differing religious, ethnic, cultural and family backgrounds.
- Enable students to reflect on the learning processes.
- Have meaning for students and connect to their lives.
- Encourage engagement and support from family, whānau, and community.
- As much as possible be integrated across learning areas and open pathways to further learning.
- Encourage life-long learning, providing for sustainability, enterprise and understanding of environment.
- Recognize, support and provide for the learning needs of children of all ethnicities.

Students and staff will be encouraged to adopt and model the following values (NZC p10):

Excellence - we will aim high and persevere in the face of difficulties.

Innovation, Inquiry, Curiosity – We will use critical and reflective thinking.

Diversity - We will explore our different languages, cultures and heritages.

Equity - We will work towards fairness and social justice.

Community and Participation- We will work towards the common good.

Ecological sustainability – We will care for our environment.

Integrity – We will encourage honesty, responsibility, accountability and ethical behavior.

The Curriculum of Duvauchelle School will promote the Key Competencies by encouraging children to develop the following competencies (NZC p12):

Thinking

Using Language Symbols and Texts

Managing Self

Relating to Others

Participating and Contributing

Local Guidelines

- Teachers will follow the progressions and resources as defined in the School Curriculum Statements.
- Style and format of planning is the responsibility of each teacher, but will include a long term plan, unit plans and daily (or diary) plans.
- The Teaching programme will reflect an Inquiry approach where possible.
- Students will have daily opportunities for individual and shared experiences, teacher directed and child directed activities.
- Co-operative planning and teaching between teachers is expected.
- Each teacher is responsible for their own class and may also teach children from the other class(es) either individually, as a group or in shared/mentor/buddy learning experiences.

In general, a weekly timetable may look like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10:30	Literacy/Numeracy				
11 – 12:30	Literacy/Numeracy				
1:30 – 3pm	Integrated Inquiry	Integrated Inquiry	Arts/ Phys Ed	Kapahaka/ Library	Takaro Ora

Variations will occur as opportunities arise.

Duvauchelle Primary School “Foundation for future learning.”

School Values	
Future Focused	Being ready for the day, making plans to meet goals, knowing next learning steps, organized, proud of achievements.
Respectful	Teamwork, patience, inclusion, looking after environment, manners, allowing others to have a say, tolerance, resources treated well, culturally sensitive.
Active Adventurer	Taking risks, being involved, pushing personal limits, positive attitude, extra-curricular activities, trying new things, involvement, and personal best.
Striving for Success	Public recognition, perseverance, knowing when to do my best, working together to succeed, pride in success, having another go.
Enthusiastic	Energetic, excited, motivated, involved, supporting each other, accepting change.
Resourceful	Using thinking tools, having tools for the day, gathering information, recycling, using multimedia, and being interactive.

Assessment



“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.” (MOE Assessment online)

The purpose of Assessment is:

- To establish the strategies and knowledge items the students have mastered.
- To identify the next steps of students learning.
- To assist in grouping of students.
- To enable a teaching Inquiry cycle. (NZC 2014)
- To track school-wide progress against objectives/annual targets.
- To report to BOT, MOE, Parents, Principal, Advisors/PLD providers.

Assessment types:

Formative:

- To inform next steps in learning.
- To identify gaps in learning.
- May be self assessed, teacher observation, standardised, commercial or teacher developed formal tests.
- Can supply summative information also.

Summative:

- To check that learning outcomes have been achieved.
- To provide “point in time” data.
- To report to BOT, MOE, Parents, Principal, Advisors/PLD providers.
- May supply formative information also.

Assessment results may be shared with:

- The students - to assist with understanding their next steps in learning.
- Parents of individual students - to show progress and to provide insights on how we can work together to enhance learning.
- SENCO - to enable referrals.
- The Board of Trustees - to enable forward planning for funding Professional Development, funding to provide support for students
- The Board of Trustees - to assess effectiveness of PD and support programmes.
- The Ministry of Education - to demonstrate effectiveness of Teaching Programmes, to target support through COL and other agencies.

As much as possible, students should be involved in discussion and goal setting.

Assessment cycle by subject and term		Term 1	Term 2	Term 3	Term 4	New enrolments and on-going
Language	Reading	Running records STAR (yrs 4 – 6) PAT Comp and Vocab (yrs 4 – 6)	Running records	Running records STAR (yrs 3 – 6)	Running records	Running record completed. Entry assessments 6 year nets
	Written	e-asTTle writing (yrs 4 – 6)		e-asTTle writing (yrs 4 – 6)		Writing sample against LLP's
	Spelling	Peters (yrs 4-6) Early Words List (yrs 0 – 3)			Peters	
	Oral	PAT listening (yrs 3 – 6)			PAT listening (yrs 3 – 6)	
Maths		JAM (yrs 1 – 3) PAT (yrs 4 – 6) NZ Maths Basic facts (yrs 3 – 6)		NZ Maths Basic facts (yrs 3 – 6)	JAM (yrs 1 – 3) KAN (yrs 4 – 6)	
Social Science		Cycle 1 Continuity and Change / Identity and Culture.	Cycle 3 Place and Environment		Cycle 2 Economic World	
Science		Cycle 3 Living World	Cycle 1 Planet Earth and Beyond	Cycle 2 Physical / Material World		
Technology			Cycle 1 Nature of Technology	Cycle 2 Technological Practice	Cycle 3 Technological Knowledge	
Phys. Ed.		Swimming	Cross country	Winter sports	Summer sports	
Health.		Cycle 2 Water Safety/Mindfulness		Cycle 1 Life Ed/SuSMACS Cycle 3 Personal Health and Physical Development Keeping Ourselves Safe.		
The Arts			Cycle 2 Visual Art		Cycle 1 Drama Cycle 3 Dance	

Highlighted items recorded in SMS

Assessment in English



Writing:

1. The Literacy Learning Progressions (LLP) are used as a guide by teachers to gauge the level of student's writing and help provide evidence for a teacher's overall teacher judgement (OTJ) about a student's writing along with classroom observations and student's work.
2. In term 1 and 3 all Year 4 – 6 children complete an asTTle based writing sample that is moderated by staff and then recorded in our SMS.
3. Teachers are expected to mark children's work on a regular basis giving appropriate Success Criteria based feedback and feed-forward.
4. Children will be able to express their Learning Intentions and success criteria.

Expected levels of progress have been set as follows:

Writing Level Expectations	Level 3a						
	Level 3p						
	Level 3b						
	Level 2a						
	Level 2p						
	Level 2b						
	Level 1iii						
	Level 1ii						
	Level 1i						
		After Year 1	After Years 2	After Years 3	End Year 4	End Year 5	End Year 6
Curriculum Levels		1	1	2	2	3	3

Data will be recorded in our SMS.

Spelling:

1. Research asserts that learning words in isolation is not an effective way of teaching spelling.
2. Despite the above statement, there is a parental expectation that children will have spelling words sent home for them to learn.
3. Teachers will use essential lists and other lists to provide this service.
4. Wherever possible children will be taught strategies for spelling: rules, conventions and other expectations through their normal writing programme.
5. Results from spelling tests will be kept at teacher's discretion.
6. Year 1 – 3 children will have alphabet and blend tests.
7. Years 4 – 6 children will have the Peters test administered.

Reading:

Term 1

1. Year 1 – 3 children will have a running record (PM) administered.
2. Year 4 – 6 children will have an e-asTTle reading test administered.

3. Year 3 – 6 children will have a STAR test administered.
4. Year 4 – 6 children will have PAT Listening (including Year 3), Vocabulary and Comprehension administered.
5. Running Records will be administered to all children by the end of Week 4.
6. Children of concern (18 mnths or more behind expectation) will hve Running Record administered again in Weeks 8 – 10.

Term 2

1. Running records will be administered to all children of concern by the end of Week 4 and again in Weeks 8 – 10.
2. Year 1 – 3 children will have a running record administered by the end of Week 5.

Term 3

1. Running records will be administered to all children of concern on a regular basis.
2. Year 0 – 3 children will have a running record administered by the end of Week 5.

Term 4

1. Running records will be administered to all children of concern by the end of Week 3.
2. Year 4 – 6 children will have an e-asTTle reading test administered by the end of Week 3.
3. Year 3 – 6 children will have a STAR test administered by the end of Week 3.
4. Year 0 – 3 children will have a running record administered by the end of Week 5.

Reading Level Expectations	11 – 12 yr						
	10 – 11 yr						
	8.5 – 9 yr						
	Level 22						
	Level 19						
	Level 12						
	< Level 12						
		After Year 1	After 2 Years	After 3 Years	End Year 4	End Year 5	End Year 6
Curriculum Levels		1	1	2	2	3	3

Data will be recorded in our SMS.

Oral Language:

Term 1

1. Year 3 – 6 children will have PAT Listening test administered.

Term 4

1. Year 3 – 6 children will have PAT Listening test administered.

Assessment in Mathematics



The purpose of Assessment is:

- To establish the strategies and knowledge items the students have mastered.
- To identify the next stage of students Mathematics development.
- To assist in grouping of students.
- To track school-wide progress against Mathematics objectives.

At Duvauchelle School there are two types of assessment:

1. Classroom assessment applied by teachers primarily for formative judgements, partially for OTJ's, but not necessarily used as school wide summative data. This assessment is done at the teacher's discretion and is recorded through personal record systems.
2. School-wide assessment that is formally recorded in our SMS and used for formative and summative judgements. They are a key tool in making OTJ's for reporting to parents, BOT, MOE, and school targets.

Classroom Assessment:

- Will be on-going.
- Tools may be teacher observation, snapshots, IKAN, e-asTTle, teacher developed tests, commercial or shared assessment tools, and well as formal testing.

Numeracy

School-wide assessment:

Term 1

1. Basic Facts – Years 4 – 6 on a regular basis either weekly or monthly according to teacher discretion.
2. IKAN Years 3 – 6 by the end of week 4.
3. JAM Years 1 – 3 by the end of Week 3.
4. PAT maths Years 4 – 6 by the end of week 4.

All data to be recorded in our SMS [Format to be developed](#)

Term 2

1. Basic Facts – Years 4 – 6 on a regular basis either weekly or monthly according to teacher discretion.

Term 3

1. Basic Facts – Years 4 – 6 on a regular basis either weekly or monthly according to teacher discretion.

Term 4

1. PAT Maths – Years 4 – 6 by the end of Week 3.
2. Basic Facts – Years 4 – 6 on a regular basis either weekly or monthly according to teacher discretion.

All standardised test data to be recorded in our SMS [Format to be developed](#).

Statistics, Geometry, Measurement.

The programme is split as follows:

- Year 0 – 4 90% Number/Algebra
 10% Statistics, Geometry, and Measurement.
- Year 5/6 80% Number/Algebra
 20% Statistics, Geometry, and Measurement.

Because there is a lesser emphasis on Number as the children get older, the earlier years assessments may be more reliant on overall judgement than on formal assessment process. This overall judgement could be arrived at through task observation, discussions, activities in the Number/Algebra programme or other activities indirectly associated with Mathematics.

Wherever possible Statistics, Geometry, and Measurement will be formatively assessed by teachers at the commencement of a unit of work. This could be by using e-asTTle or a teacher or school-developed task.

At the conclusion of the unit a summative assessment will be completed.

By the end of the Year each of the three strands will have been summatively assessed.

Summative results will be recorded in our SMS at the end of the unit. [Format to be developed](#)
Comments will be added in the comments section.

Assessment in Languages



Because Duvauchelle Primary School is not a full Primary, we are not required to teach other languages. We occasionally offer alternative language opportunities due to our special character in an area known for its French flavour. As such these are not assessed,

The purpose of Assessment is:

- To establish the strategies and knowledge items the students have mastered.
- To identify the next stage of students development.
- To assist in grouping of students.
- To track school-wide progress against language objectives.

Assessment in ESOL:

Students will be assessed using a variety of tools to: identify individual learning needs (diagnostic); describe and show progress (formative); record levels of achievement (summative).

The tools will be used to assess Oral Language – speaking and listening; Reading and Writing.

Tools for Oral Language – speaking and listening that could be used (if required):

- **Record of Spoken Vocabulary** (adapted from Van Hees, J. (1999)) in familiar context and in curriculum context. This assessment should be done by the classroom teacher and will take approximately 10 minutes per identified ESOL student.
- **Oral Language Sequence and Retell Task** (sequenced pictures produced by van Asch Deaf Education Centre). The recording of what student's say can done by an ESOL teacher aide and the analysis should be done by a qualified teacher – highlight next learning steps.
- **Oral Language Test:** read to – child repeats – child's response is recorded (as in running record). To be administered by ESOL teacher aide.

Tools for Reading

- **Running Record**
- **asTTle Reading**
- **STAR Reading**

Scores, stanines and analysis to be recorded in ESOL records to inform learning programmes – these are completed in class as per school-wide assessment.

Tools for Writing

Writing sample analysis – to be done by classroom teacher

- **e-asTTle Writing** – scores to be recorded in ESOL records.

It is necessary to monitor and track ESOL as a sub-group when analysing assessment data across the school.

- Assessment of students will take place twice each year – for example in July for MOE return in August and November for MOE return in March.

RECORD KEEPING

The teacher in charge of ESOL will:

- have a folder that stores a “Record of Progress” for each ESOL student funded, as well as the individual funding forms.
- Manage an ESOL register with necessary information about previous schooling, ethnicity, etc via our SMS.

Assessment in Maori:

Children will be given opportunities to learn te reo and tikanga through our kapahaka programme and through daily use of language.

Assessment will be informal based on children’s ability to follow oral commands and use elements of te reo in their daily lives.

Reporting cycle by agency and term	Term 1	Term 2	Term 3	Term 4
To Parents	Three-way conferences Goal setting Home sample books Portfolio samples weekly Reports Yr 0 – 3 1mth/6mth. 40/80/120 week (on-going)	Three-way conferences Goal setting Home sample books Portfolio samples weekly Portfolios home. Interviews	Parent teacher interviews Week 8. Goal setting Home sample books Portfolio samples weekly Reports	Reports completed Week 6, home week 8 Home sample books Portfolio samples weekly Portfolios home. Interviews.
To BOF	Literacy and Numeracy Annual Goals Annual Targets – AOV - Strengths and weaknesses	Mid year report against targets		End of year report against targets. Analysis of Annual targets. Next Year's Targets.
To Principal	All test results. Tracking for term Numeracy targets 5 year nets Yr 0 – 3 1mth/6mth. 40/80/120 week (on-going)	All test results Tracking for term Literacy targets	All test results Tracking for term	All test results Tracking for year



Programme of work: English



“English is the study, use and enjoyment of the English language and its literature, communicated orally, visually, and in writing.” (NZC 2007)

English is structured around two interconnected strands:

1. Making meaning of ideas or information they receive - Listening Reading, Viewing, and
2. Creating meaning for themselves or others – Speaking, Writing, Presenting.

Students need to practice *making meaning* and *creating meaning* at each level of the curriculum.

Reading and Writing are intertwined.

Our predominant teaching focus at Duvauchelle School is to first provide the knowledge and skills required to decode text (Reading) and to encode their ideas and experiences (Writing). Encoding includes spelling.

Once these skills are taught then the students will be taught to engage more with meaning; examining texts critically and flexibly (Reading) and conveying meaning in an increasingly complex manner (Writing).

At Duvauchelle School we use the **Literacy Learning Progressions** (2010) as a key reference point when gathering information about strengths and needs in Reading and in Writing.

Diagnostic tools include: Running Records (seen text), Burt, Schonell, Peters, PReToS, e-AsTTLe, PAT, ARBs and other relevant tools.

Teachers gather data at predetermined times according to the Assessment Schedule, but also use ongoing observations to assess progress and next steps in learning.

Reading:

(Making Meaning)

Children progress through the colour wheel:

Reading progress							
New Zealand Curriculum Levels	Colour wheel levels for years 1-3 Reading ages for years 4-6						
NZC Level 4+							
At NZC Level 3	10.0 – 12.0						
Early NZC Level 3							
At NZC Level 2	8.0 – 9.5						
Early NZC Level 2	Gold						
At NZC Level 1	Purple		1/12/13				
	Turquoise						
	Orange	1/12/12					
	Green						
	Blue						
	Yellow						
	Red						
	Magenta						
Anniversary date		After 1 year at school	After 2 years at school	After 3 years at school	At the end of Year 4	At the end of Year 5	At the end of Year 6

TKI Assessment OnLine (accessed 5/2019)

Once they are reading above Gold, students will learn to read critically and will need to engage with strong comprehension, developing more complex vocabulary through increasingly complex texts and applying what they read.

Children may be grouped according to common need or be provided with individual programmes if required. It is expected that groupings may be fluid.

Wherever possible, resources will be accessed that are relevant to the current class study and/or are relevant to interests of the students.

Teachers, as part of their usual planning, will record learning goals for groups and/or individuals as well as the texts that are used.

Writing

(Creating meaning)

The Literacy Progressions (2010) are our key tool for identifying learning steps for our students.

Our programme of learning will be, as much as possible, related to the learning topic in which the class is involved. Opportunities will be taken if they arise.

Key focus areas for learning

Planning, Knowledge, and Skills that are identified in the Literacy Learning Progressions (LLPs) at each level.

In summary:

After one year of school (p.12)

Children write predominantly about their experiences and ideas, as well as to record information on topics.

After two years of school (p.13)

Children create texts for instructional purposes as well as to support their other learning. They can think about, record and communicate experiences, ideas and information. This will include recounts, descriptions and reports.

By the end of Year 4 (p.15)

Children can think about, record and communicate experiences, ideas and information to meet specific learning purposes. These children are learning to use specific increasingly complex language features to appeal to a stated audience.

By the end of Year 6 (p.16)

Writing has become an interactive learning tool. They select processes and strategies to write texts that include recounts, descriptions, narrative, reports, arguments and explanations.

Teachers are expected to use assessment tools to identify specific needs for learners and teach to those needs. This may lead to class, group or individual teaching strategies.

"Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data.

Structure of Curriculum:

The achievement objectives are presented in three strands. Students need to see and make sense of the many connections within and across these strands.

Number and algebra - Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

Geometry and measurement - Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data-based arguments, and dealing with uncertainty and variation." (NZC 2014)

Planning:

Our long term planning will cover all strands in the document, with an emphasis on Number/Algebra.

- Year 0 – 4 80% Number/Algebra
 20% Statistics, Geometry, and Measurement.
- Year 5/6 70% Number/Algebra
 30% Statistics, Geometry, and Measurement.

This coverage may change for students with special needs at either end of the spectrum.

Short term planning will reflect the needs of the students as noted by teachers.

It will also identify specific learning outcomes based on the Curriculum Document.

Assessment will be carried out formatively at the commencement of the unit of work.

Teaching will be tailored from the formative assessment task(s). Summative assessment will occur at the conclusion of teaching.

See [Assessment](#).

Numeracy planning overview

Years 1 and 2

Wee k		Term 1	Term 2	Term 3	Term 4	
1	10 minutes number knowledge	Number knowledge	Shapes	Position and orientation	Number knowledge	
2			Number strategies Add/Sub	Number operations Number Knowledge	Mass/Volume	
3					Patterns/relationships	Number Operations
4						
5		Equations and expressions				
6			Patterns and Relationships	Equations and expressions		
7					Movement and position	
8						
9						
10		Statistical Investigations				
11						

Years 3 and 4

Week	Term 1		Term 2		Term 3		Term 4		
1	10 minutes number knowledge	Number Knowledge	10 minutes number knowledge	Equations and Expressions	10 minutes number knowledge	Number Knowledge	10 minutes number knowledge	Patterns and Relationships	
2									
3									
4									
5	10 minutes number knowledge	Number strategies	10 minutes number knowledge	Statistical Investigations	10 minutes number knowledge	Number Strategies	10 minutes number knowledge	Number Strategies	
6									
7									
8	10 minutes number knowledge	Shape	10 minutes number knowledge	Number Strategies	10 minutes number knowledge	Position and Orientation	10 minutes number knowledge	Transformation	
9									
10	10 minutes number knowledge	Measurement	10 minutes number knowledge	Patterns and Relationships	10 minutes number knowledge	Probability	10 minutes number knowledge	Measurement	
11									

Years 5 and 6

Week	Term 1	Term 2	Term 3	Term 4
1	Statistics Graphing and interpretation	Number Add/Sub. Algebraic Equations and algorithms. Testing (IKAN, GloSS)	Statistics Probability	Applied project. Testing
2			Number Mult/Div Algebraic equations, Volume, area, perimeter	
3	Face, Place, Total Value. Testing			Geometry Tessellations, enlargement, Rotation
4				
5				
6	Measurement Time	Theme related	Theme related	
7				
8	Theme related	Number Dec/Frac/%ages	Measurement Length, Weight, Capacity, Time, Temp	Theme related
9	Geometry Compass and maps.	Geometry Angles and Spatial Features	Geometry 2d and 3d Shapes	Applied Learning. Christmas challenge Geometry – enlargement.
10				
11				

Problem solving through all terms for Years 5 and 6.

School-Wide Units

Integrated Programme Overview

A Three Year Cycle of Inquiry



Integrated Inquiry is the approach we use to teach Social Sciences, Science, Technology, The Arts, and Health. The three year cycle enables our two teacher school to maintain a variety of learning experiences and enable full curriculum coverage.

It requires that students actively investigate significant questions, issues and ideas about the way that the world works. Students will construct understandings through rich and strategic learning experiences alongside other students and the teacher.

The teacher makes a deliberate effort to integrate relevant knowledge, skills, strategies, structures and competencies in an authentic context.

Every Friday, students are given the opportunity to investigate areas of interest in STEAM (Science, Technology, Engineering, the Arts, Maths) subjects. This is a targeted opportunity to follow and learn in areas of personal passion. Students are guided by staff towards extending their skills and knowledge.

It's about the process and exploring ideas:

- Testing ideas
- Working through uncertainties
- Exploring Social interactions
- Making sense of the world around us.

We call this programme **Takaro Ora**.

Units of work are assessed against a key concept and an achievement objective developed using the NZC. The length of time spent teaching the unit of work may vary. It could take the whole term, or may only run for a 5 or 6 week period. A key consideration for teachers' planning is flexibility, in order to fill learning needs or take advantage of local activities.

The following plan allows for complete coverage of strands over a three year period, but there may be variations to take advantage of local, national, or international events.

Technology is woven through all curriculum areas and will be assessed at the same time as the major study.

There will be no more than four assessment foci for any term.

Three Year Cycle of Integrated learning:

		Term 1	Term 2	Term 3	Term 4
Cycle 1	Major	Social Studies Continuity and change / Identity and culture	Science Planet Earth and Beyond	Health Life Education / Sun smart	The Arts
	Minor	Technology and Visual Art			
Cycle 2	Major	Health Water Safety / Mindfulness	The Arts	Science Physical / Material World	Social Studies Economic World
	Minor	Technology and Visual Art			
Cycle 3	Major	Science Living World	Social Studies Place and Environment	Health Keeping Ourselves Safe	The Arts
	Minor	Technology and Visual Art			



Science



world and

“Science is a way of investigating, understanding, and explaining our natural, physical the wider universe.” (NZC p. 28)

The Programme:

There is an over-arching strand called the Nature of Science. It is about how scientists work, how they investigate, how they communicate, and how they make use of that information. This strand is taught through all concepts every year. We assess aspects of the Nature of Science every Year.

There are 4 contextual strands: Planet Earth and Beyond, Living World, Material World, and Physical World. We teach and assess one or two of these every year.

Science is, by its nature, a process of inquiry. An Integrated Inquiry approach will be used wherever possible to teach science.

Nature of Science

	Level 1/2	Level 3/4
Understanding about Science	Appreciate that scientists ask questions and look for more than one explanation.	<ul style="list-style-type: none"> Appreciate that science is a way of explaining the world and that science knowledge changes over time. Identify ways in which scientists work together and provide evidence to support their ideas.
Investigating in Science	Extend experiences and explanations of the world through exploration, play, questioning, and discussing models.	<ul style="list-style-type: none"> Build on prior experiences by sharing and examining their own and others' knowledge. Ask questions, find evidence, explore models, and investigate to develop explanations.
Communicating in Science	Build language and understandings.	<ul style="list-style-type: none"> Begin to use a range of scientific symbols, conventions and vocabulary. Engage with science texts and question the purposes for which they were constructed.
Participating and contributing	Explore and act on issues and questions that link science learning to living.	<ul style="list-style-type: none"> Use their knowledge when questioning issues of concern to them. Explore aspects of an issue and make decisions about actions.

Cycle 1

Planet Earth and Beyond

Key Concept: The Earth is a small part of the solar system, with special systems that are interconnected.

Level 1	Level 2	Level 3	Level 4
Children can explore and describe the natural features of the earth and solar system.	Children can describe how natural features are changed by natural events, including the effects of the sun and the moon on the Earth.	Investigate and describe natural earth cycles (including the water cycle) and the effect that these have on Planet Earth.	Children can investigate and describe the components of the solar system, developing an appreciation of the distances between them.

Assess:

This Key Concept and the two Nature of Science aspects **Understanding and Investigating**.

Nature of Science

	Level 1/2	Level 3/4
Understanding about Science	Appreciate that scientists ask questions and look for more than one explanation.	<ul style="list-style-type: none">• Appreciate that science is a way of explaining the world and that science knowledge changes over time.• Identify ways in which scientists work together and provide evidence to support their ideas.
Investigating in Science	Extend experiences and explanations of the world through exploration, play, questioning, and discussing models.	<ul style="list-style-type: none">• Build on prior experiences by sharing and examining their own and others' knowledge.• Ask questions, find evidence, explore models, and investigate to develop explanations.

Cycle 2

Physical World/Material World

Key Concept: Physical phenomena and chemical matter can be used to explain how our world works.

Level 1	Level 2	Level 3	Level 4
Physical World: Children can describe patterns in physical phenomena. (Such as movement, electricity and magnetism, light, sound, and heat.)	Physical World: Children explore and explain patterns in physical phenomena. (Such as movement, electricity and magnetism, light, sound, and heat.)	Physical World: Children can identify, describe and predict the effects of physical phenomena on everyday objects. (Such as movement, electricity and magnetism, light, sound, and heat.)	Physical World: Children can identify and describe sources of energy, forms of energy and transformations of energy.
Material World: Children can observe and describe the physical properties of common material and the changes that occur when they are heated, cooled, or mixed.	Material World: Children can observe and describe the physical and chemical properties of common material and the changes that occur when they are heated, cooled, or mixed.	Material World: Children can group materials in different ways, based on observation and measurements.	Material World: Children will begin to understand the particle nature of matter by observing and explaining chemical and physical changes.

Assess:

This Key Concept and the Nature of Science **Communicating**.

Nature of Science

	Level 1/2	Level 3/4
Communicating in Science	Build language and understandings.	<ul style="list-style-type: none"> Begin to use a range of scientific symbols, conventions and vocabulary. Engage with science texts and question the purposes for which they were constructed.

Cycle 3

Living World

Key Concept: The various environments and animals in our world and beyond, and how human activity is influenced by and influences these environments and animals.			
Level 1	Level 2	Level 3	Level 4
Children can describe the requirements that living things have to stay alive.	Children can describe the differences that living things have so that they can live in different habitats.	Children can describe how living things respond to environmental change.	Children can describe how living things have changed over a long period of time, and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.

Assess:

This Key Concept and the Nature of Science **Participating and Contributing**.

Nature of Science

	Level 1/2	Level 3/4
Participating and contributing	Explore and act on issues and questions that link science learning to living.	<ul style="list-style-type: none">• Use their knowledge when questioning issues of concern to them.• Explore aspects of an issue and make decisions about actions.



Social Sciences



“The Social Sciences learning area is about how societies work and how people can participate active, informed, and responsible citizens. Contexts are drawn from past, present and future and from places within and New Zealand.” (NZC p30)

as critical,
beyond

The Programme:

There are 4 strands: Continuity and Change; Identity, Culture Organisation; the Economic World; and Place and Environment.

Each strand is interwoven with the others, but we only assess one or two of the strands each year.

We teach Social Sciences on a three-year cycle. Social Sciences An Integrated Inquiry approach will be used wherever possible to teach Social Science.

Cycle 1

Continuity and Change

Identity Culture and Organisation

Key Concept: Our culture develops as a result of the past, the present, and future aspirations: our identity is defined by our culture.			
Level 1	Level 2	Level 3	Level 4
Identity Culture and Organisation: Children will understand how the cultures of people in New Zealand are expressed in their daily lives.	Identity Culture and Organisation: Children will understand how cultural practices reflect and express people's customs traditions and values	Identity Culture and Organisation: Children will understand how the movement of people affects cultural diversity and interaction in New Zealand.	Identity Culture and Organisation: Children will understand how people pass on and sustain their heritage for different reasons and that this has consequences for people
Continuity and Change: Children will understand how the past is important to people.	Continuity and Change: Children will understand how time and change affect people's lives.	Continuity and Change: Children will understand how people remember and record the past in different ways.	Continuity and Change: Children will understand that events have causes and effects.

Assess:

Identity, Culture and Organisation.
Continuity and Change.

Cycle 2

The Economic World

Key Concept: We make choices and decisions that affect others.

Level 1	Level 2	Level 3	Level 4
Children will begin to understand how people make choices to meet their needs and wants.	Children will understand how people make choices to meet their needs and wants.	Children will understand how people make decisions about access to and use of resources.	Children will understand how producers and consumers exercise their rights and meet their responsibilities.

Assess:

The Economic World.

Cycle 3

Place and Environment

Key Concept: Relationships exist between people and places.

Level 1	Level 2	Level 3	Level 4
Children will understand how places are significant for individuals and groups.	Children will understand how people influence places and places influence people.	Children will understand how view and use places differently.	Children will understand how exploration and innovation create opportunities and Challenges for people places and environments.

Assess:

Place and Environment.



Technology



“Technology is intervention by design: developing products and systems that expand human possibilities by addressing needs and realising opportunities.” (NZC p32)

The Programme:

There are three strands: Technological Practice, Technological Knowledge, and Nature of Technology. There are 5 technological areas: Designing and developing materials outcome, Designing and developing processed outcomes, Design and visual communication, Computational thinking for digital technologies, Designing and developing digital outcomes. These last 2 areas were introduced in 2018.

Children learn practical skills as they develop and adapt models, products and systems that are innovative and enterprising.

All three strands are incorporated across our annual integrated Inquiry Programme but only one will be assessed each year. Areas are not assessed, but are the context in which we learn. They can be included in all aspects of our learning. Our akonga are expected to be achieving at predominantly Progress Outcome (PO) 1 until Year 6 when they will begin to develop skills in PO 2.

Cycle 1

Nature of Technology

Key Concept: Technology affects everyday life and reflects changing needs over time.			
Level 1	Level 2	Level 3	Level 4
Children will understand that products and systems have a functional nature.	Children will understand that products and systems are developed to have a functional nature.	Children will understand that technologies are designed to fit a purpose through their function.	Children will understand that technologies can be interpreted in terms of how they might be used and by whom as well as possible alternative functions.

Assess:

Nature of Technology

Cycle 2

Technological practice

Key Concept: As needs and opportunities arise, we design, test and evaluate ideas using resources that suit the purpose.			
Level 1	Level 2	Level 3	Level 4
Children can develop a plan that identifies the key stages and the resources required to complete an outcome.	Children can develop and explain a plan that identifies the key stages and the resources required to complete an outcome.	Children can undertake and describe the planning required to identify the key stages and resources required to develop an outcome. They can revisit and review progress and identify implications for future decisions.	Children can undertake planning and construction that includes reflection on the effectiveness of past actions and resources, explore implications for future actions and consideration of stakeholder feedback to enable the development of an outcome.

Assess:

Technological Practice.

Cycle 3

Technological Knowledge

Key Concept: Good practice follows a design process.			
Level 1	Level 2	Level 3	Level 4
Children will understand that models are used to represent reality and test designs.	Children will understand that models are used to represent reality, test, and evaluate concepts.	Children will understand that different forms of models are used to inform decision-making in the development of prototypes.	Children will understand that different forms of models are used to inform decision-making in the construction of prototypes for further development.

Assess:

Technological Knowledge.



The Arts



“The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people’s creative ideas into expressive works that communicate layered meanings.” (NZC p20)

The Programme:

The Arts learning area comprises four disciplines: dance, drama, music – sound arts, and visual arts.

Each discipline is structured around four interrelated strands: Understanding the Arts in Context, Developing Practical Knowledge in the arts, Developing Ideas in the arts, and Communicating and Interpreting in the arts.

Drama

Drama expresses human experience through a focus on role, action, and tension, played out in time and space.

Music – Sound arts

Sound from natural, acoustic, and digital environments is the source material for expressive ideas in music. Children make, share, and respond to music.

Visual arts

Students learn how to discern, participate in, and celebrate their own and others’ visual worlds. Visual arts learning begins with children’s curiosity and delight in their senses and stories and extends to communication of complex ideas and concepts. An understanding of Māori visual culture is achieved through exploration of Māori contexts. The arts of European, Pasifika, Asian, and other cultures add significant dimensions to New Zealand visual culture.

They experiment with materials, they view art works. Their meaning making is further informed by investigation of the contexts in which art works are created, used, and valued.

Drama: Cycle 1 may be a school-wide production and may include dance elements.

Visual Arts: Taught as part of our Integrated units of work, but have a specific focus area in one part of our Cycle of Learning.

Music – Sound Arts: A contracted teacher teaches weekly. Children have the opportunity to learn Singing, Guitar and Ukulele through this.

Kapahaka: Taught weekly. Children learn tikanga, dance and singing in a Maori context.

Cycle 1

Drama

Key Concept: Drama conveys ideas through a story

Level 1	Level 2	Level 3	Level 4
Children contribute and develop ideas in drama, using personal experience and imagination.	Children share and respond to the ways drama tells stories and conveys ideas in their own and others' work.	Children present and respond to drama, creating meaning in their own and others' work.	Children initiate and refine ideas with others to plan and develop drama.

Assess:

Drama

Cycle 2

Visual Arts

Key Concept: Art can be constructed using a set of rules.

Level 1	Level 2	Level 3	Level 4
Children can explore a variety of materials and tools and discover elements and selected principles.	Children can explore some art making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Children can explore and use art making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Children can apply knowledge of selected conventions from established practice, using appropriate processes and procedures.

Assess:

Visual Art.

Cycle 3

Dance

Key Concept: Performance and choreography conveys a story.			
Level 1	Level 2	Level 3	Level 4
Children can explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.	Children can share dance movement through informal presentation and identify the use of elements of dance.	Children can explore and describe dances from a variety of cultures.	Children can explore and describe how dance is used for different purposes in a variety of cultures and contexts.

Assess:

Dance.



Programme of work: Health and PE



The four strands of Health and PE are:

- Personal health and physical development
- Movement concepts and motor skills
- Relationships with other people
- Healthy communities and environments

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies
- outdoor education.

All seven areas are to be included in teaching and learning programmes. (NZC 2014)

The Education Act (1989) requires that all schools consult at least every two years on the delivery of the Health Curriculum. (Relevant section 60B may be found at the end of this document.)

This consultation is due 2019, 2021, 2023, 2025. Evidence will be found in the BOT minutes.

The DPS PE programme is an annual one, with strong links to the Sport opportunities to be had within the Banks Peninsula Cluster Schools.

DPS contracts an outside source to teach swimming at the beginning of each year.

The DPS Health programme is strongly linked and integrated to our Topic studies.

Physical Education and Sports Programme

	Term 1	Term 2	Term 3	Term 4
PE	Swimming	Winter sports and Cross country	Winter sports skills	Net games and summer games
Daily Fitness	Skipping	Running activities	Minor games	Circuits
Events	Swimming Duathlon	BP and Zone Cross Country	Ski Trip	Athletics

Health Programme

Cycle 1

Key Concept: Life Ed/Sun Smart			
Level 1	Level 2	Level 3	Level 4
Describe feelings and ask questions about their health, growth, development and personal needs and wants.	Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.	Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes. Year 6: Introduction to pubertal change.	Describe how social messages and stereotypes, including those in the media, can affect the feelings of self-worth.

No Assessment this cycle

Cycle 2

Key Concept: Water Safety/Mindfulness			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Participate in creative and regular physical activity and identify enjoyable experiences. Describe themselves in relation to a range of contexts. 	<ul style="list-style-type: none"> Identify risk and use safe practices in a range of contexts. Identify personal qualities that contribute to a sense of self worth 	Maintain regular physical participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. Year 6: Introduction to pubertal change.	Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

No Assessment this cycle

Cycle 3

Key Concept: Keeping Ourselves Safe			
Level 1	Level 2	Level 3	Level 4
Describe and use safe practices in a range of contexts and identify people who can help.	Identify risk and use safe practices in a range of contexts.	Identify risks and their causes and describe safe practices to manage these. Year 6: Introduction to pubertal change.	Access and use information to make and action safe choices in a range of contexts.

Assess: Personal Health and Physical development

Education Act 1989

60B Consultation about treatment of health curriculum

(1)

The board of every State school must, at least once in every 2 years, and after consultation with the school community, adopt a statement on the delivery of the health curriculum.

(2)

In this section,—

school community means,—

(a)

in the case of a State integrated school, the parents of students enrolled at the school, and the school's proprietors:

(b)

in the case of any other State school, the parents of students enrolled at the school:

(c)

in every case, any other person whom the board considers is part of the school community for the purpose of this section

statement on the delivery of the health curriculum means a written statement of how the school will implement the health education components of the relevant national curriculum statements.

(3)

The purpose of the consultation required by subsection (1) is to—

(a)

inform the school community about the content of the health curriculum; and

(b)

ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented, given the views, beliefs, and customs of the members of that community; and

(c)

determine, in broad terms, the health education needs of the students at the school.

(4)

A board may adopt any method of consultation that it considers will best achieve the purpose set out in subsection (3), but it may not adopt a statement on the delivery of the health curriculum until it has—

(a)

prepared the statement in draft; and

(b)

given members of the school community an adequate opportunity to comment on the draft statement; and

(c)

considered any comments received.