



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

Curriculum Plan/ Scope & Sequence 2024

Last Review	Dec 2023
Next Review	Dec 2024

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Foreword:

This document is constructed in the belief that it will be a useful aid to teachers at our school. It represents how BBI has built on the content, vision and principles of the NZ Curriculum, and reflected on the IB Scope and Sequence Documents in order to offer our students the most effective and engaging learning possible. Through this we help them to reach the highest of standards. Towards this goal, our aim, indistinguishable from the PYP is: *“to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners.”* Making the Primary Years Programme Happen, 2009.

The BBI curriculum also reflects the vision, values and principles of the New Zealand Curriculum. It is anticipated that copies of this plan will be available on loan to parents who may wish to look more closely at school programmes.

This publication is intended to support other important documents;

- IB Making the PYP Happen
- NZ Curriculum Document
- Te Mātaiaho (Refreshed Curriculum 2023)
- School Administration Handbook
- School Charter and Strategic Plan
- School Policies and Procedures
- PYP Scope and Sequence Documents

This document is intended to follow a uniform format for each subject area and contain practical content to enable BBI to build on the NZ Curriculum framework, and for our teachers to plan and develop effective classroom programmes for their students.

There is an expectation that this Curriculum Plan has been read by all teachers working at our school in order to connect our school philosophies to programmes in the classroom - this document is a statement of our school in action. It is also our written, taught and assessed curriculum connection to the elements of the International Baccalaureate Primary Years Programme.

Diane Parkinson

Principal

BBI Inquiry Model



Primary Years Programme (PYP)

Curriculum leaders, Principal and Deputy principals review the BBI Curriculum Plan annually. This plan gives guidance on how to integrate and effectively use the PYP Scope & Sequence, Programme Standards & Practices and New Zealand Curriculum. These documents are further supported by our Assessment Policy, Admin Handbook and Language Policy.

The PYP Approach

Learning that promotes deeper understanding of the central idea and transdisciplinary theme	Learning that <i>does not</i> directly promote deeper understanding of the central idea and transdisciplinary theme
Learning engagements and experiences should be recorded on the IB unit planning document - see steps outlined below.	Planning should be recorded on subject specific planning documentation and attached to the IB unit planning document separately.*
1. What is our purpose? To inquire into; - the transdisciplinary theme - the central idea - lines of inquiry	Additional planning should record; - Learning intentions - Co-constructed success criteria - Key questions, conceptual approaches and teaching points - Outline of learning experiences - Groupings and details of organisation - Learning resources utilised - Teacher reflections (and modifications to programme where applicable) - How the learning is to be assessed and how this assessment will be used to inform future learning - The learner profile attributes being explored and applied - Any approaches to learning being utilised Additional planning should demonstrate; - How different learning needs are being/will be met (differentiation) - Reflective practice and how programmes and groupings are modified in response to student achievement - How it is informed by assessment information *Where possible, planning on separate documents could still support the unit of inquiry through a focus on the chosen concepts.
2. What do we want to learn? - Key concepts - Enduring understandings - Teacher questions and provocations - NZC	
3. How might we know what we have learned? - Assessment (diagnostic and formative)	
4. How best might we learn? - Learning experiences (inc. development of TD skills and LP attributes)	
5. What resources need to be gathered?	
6. To what extent did we achieve our purpose?	
7. To what extent did we include the elements of the PYP?	
8. What student initiated inquiries arose from the learning?	
9. Teacher notes/ links to NZC achievement objectives.	

Assessment Overview

Mathematics

Beginning of year	Mid-year	End of year
• P.A.T. Test		• P.A.T. Adaptive Test
Ongoing throughout the year: <ul style="list-style-type: none"> • BBI Number Diagnostic (Recommended for the beginning to Term 1) • Basic Facts & Numeracy Certificate (part of a regular classroom programme ongoing all year) • LOMAS (Termly) • BBI Strand Diagnostics (as outlined in the Mathematics Overview) 		

English

Beginning of year	Mid year	End of year
<ul style="list-style-type: none"> • P.A.T. reading comp Test 4 or 5 • P.A.T. listening Part 4 or 5 • e-asTTle Adaptive Reading test 	<ul style="list-style-type: none"> • STAR Reading • <i>e-asTTle Adaptive Reading test (Optional)</i> 	<ul style="list-style-type: none"> • P.A.T reading comp test 4 or 5 • e-asTTle Adaptive Reading test
<ul style="list-style-type: none"> • e-asTTle writing assessment 	<ul style="list-style-type: none"> • e-asTTle writing assessment 	<ul style="list-style-type: none"> • e-asTTle writing assessment

Formative Assessment Practices by Dylan Wiliam

The classroom experiment (<https://www.youtube.com/watch?v=J25d9aC1GZA>).

The following techniques are designed to give the teacher greater information about how the students are learning and to engage everyone.

Every student is expected to participate, engage and learn - No hands up. When the teacher asks a question, they will use a method (all students' names are on an ice block stick and placed in a container) to randomly select a student to answer.

Students are involved in physical activity 3 mornings a week to ensure that their brains are fired up and ready to focus for the day.

Use of mini white boards. When the teacher asks a question, students record their answer and then turn them to face the teacher. The teacher then gets a snapshot of where the class is at.

Traffic lights – Students can use coloured cups to show the teacher how they are managing the pace of the lesson. At the start of the session the green cup is showing. If the student would like to signal to the teacher they are going too fast, show the orange cup, if they need to stop and ask a question show the red cup.

Whenever and whenever possible allow students to engage in assessments that are formative so that students can think, reflect and refine their ideas, solutions and understandings.

Future Opportunities (Careers)

At Bucklands Beach Intermediate school, we encourage students to think about the attributes and traits they will need as they move into secondary education as well as further education opportunities. Within our Programme of Inquiry, we connect student learning with the skills and knowledge required to be active and successful participants in our community. We will promote open-mindedness and awareness of those around us as well as the opportunities that are available, or that may develop due to the technological changes happening in society. As an intermediate school, our students are provided with learning opportunities in the science, arts and technology fields. Our specialist programme includes Hard Materials, Food Technology, Design and Textiles, Science, as well as Art, Music and Media.

Programme of Inquiry - Year 7 2024 - Rights and Responsibilities

Year 7	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them, access to equal opportunities; peace and conflict resolution	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from the local and global perspectives	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment
Duration	Week 1-3, Term 1 Week 1-2, Term 3 Week 9-10, Term 4	Week 4-9, Term 1	Week 11, Term 1 - Week 6, Term 2	Week 7-10, Term 2 Week 3-4, Term 3	Week 5-10, Term 3	Week 1-8, Term 4
Central Idea	Experiences develop our self-awareness.	Biodiversity relies on the interdependent balance of organisms within ecosystems.	Human migration is a response to challenges, risks and opportunities.	Cultural traditions and celebrations unite and sustain individuals and communities.	Roles and responsibilities within a group determine outcomes.	Advancements are influenced by the needs of society and nature.
Key Concepts	responsibility causation	change form responsibility	perspective causation connection	connection perspective	responsibility function connection	form function change
Related Concepts	citizenship identity	ecosystems biosecurity custodianship / kaitiakitanga	opinion hope movement	traditions culture heritage	currency fair trade cooperation	innovation biomimicry
Lines of Inquiry	An inquiry into: - our responsibility as global citizens - strategies for navigating change, challenge or adversity	An inquiry into: - how our actions impact the environment - the importance of preserving New Zealand's biodiversity	An inquiry into: - perspectives towards immigration and migration - how settlement and movement impact both individuals and communities	An inquiry into: - the way individuals express their culture and traditions. - how communities sustain and share culture over time.	An inquiry into: - how groups strategise and plan cooperatively - responsibilities of individuals within a community	An inquiry into: - how exploration and discovery create opportunity and challenge - how science and nature are integrated into design
Learner Profile Attributes	Balanced Open-minded Reflective	Caring Knowledgeable Principled	Caring Open-minded Reflective	Communicators Risk-takers Open-minded	Communicators Thinkers	Knowledgeable Inquirers
Transdisciplinary Learning (Integrated Curriculum Areas)	Health and PE English Science	Science English Health Social Science Mathematics Environmental Education	Social Science English Mathematics The Arts	The Arts English Social Science Languages	The Arts English Mathematics Science Social Science	Technology Science Social Science English
Approaches to Learning	Self-management Social Communication	Thinking Research	Communication Research	Social Communication Self-management	Thinking Social Self-management	Thinking Communication Research
Global Goal Links	Good Health and Well-being	Life Below Water Life Above Land Climate Action	No Poverty Reduced Inequalities	Partnerships Reduced Inequalities	Sustainable Cities & Community Responsible Consumption and Production Partnerships	Industry, Innovation & Infrastructure

Programme of Inquiry - Year 8 2024 - Interconnectedness

Year 8	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from the local and global perspectives	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them, access to equal opportunities; peace and conflict resolution
Duration	Week 1-3, Term 1 Week 11, Term 1 Week 1, Term 3 Week 9-10, Term 4	Week 4, Term 1 - Week 10, Term 1	Week 1, Term 2 - Week 6, Term 2	Week 7, Term 2 - Week 2, Term 3	Week 4, Term 3 - Week 9, Term 3	Week 10, Term 3 - Week 8, Term 4
Central Idea	Making responsible choices promotes a balanced and healthy lifestyle.	Scientific understanding influences our interactions with the world.	Conflict contributes to change.	The actions of leaders impact society.	Communication is central to human societies.	Year 8 EXHIBITION Each group of students are to develop a central idea based on an issue.
Key Concepts	causation responsibility	form function responsibility	perspective causation connection	connection function responsibility	form connection change	All of the key concepts
Related Concepts	consequences resilience growth interconnectedness	transformation interconnectedness	consequences opinion peace relationships	systems role rights	language interpretation symbolism	Students to identify related concepts
Lines of Inquiry	An inquiry into: - the effect of actions on our hauora - the processes and consequences of decision making	An inquiry into: - how we understand and apply scientific knowledge - the ethics of scientific development	An inquiry into: - the cause and effect of conflict - how people connect and respond to conflict	An inquiry into: - how systems around the world operate. - the rights and responsibilities of citizens.	An inquiry into: - the different mediums of communication - how we are influenced by the world around us	Students are to write their own lines of inquiry.
Learner Profile Attributes	Communicator Balanced Reflective	Knowledgeable Principled Thinker	Inquirers Open-minded Risk-takers	Caring Knowledgeable Inquirers	Open-minded Inquirer Communicator	All attributes
Transdisciplinary Learning (Integrated Curriculum Areas)	Health and PE English Science The Arts	English Science Social Science Technology	The Arts English Social Science Health Technology	Social Science Science Health English The Arts	The Arts English Social Science Technology Languages	All curriculum areas
Approaches to Learning	Self-management Social Communication	Thinking Communication	Research Communication	Social Self-management	Self-management Social Communication	All approaches to learning
Global Goal Links	Good Health & Well-being	Industry, Innovation & Infrastructure Responsible Consumption & Production	Peace, Justice & Strong Institutions	Peace, Justice & Strong Institutions Decent Work & Economic Growth	Quality Education Good Health & Well-being	Students to self-selected

Mathematics

		Year 7	Maths	Year 8
Week 1, Term 1	29/1/24	Who we are		Who we are
Week 2, Term 1	5/2/24			
Week 3, Term 1	12/2/24			
Week 4, Term 1	19/2/24	Sharing the planet		How the world works
Week 5, Term 1	26/2/24			
Week 6, Term 1	4/3/24			
Week 7, Term 1	11/3/24			
Week 8, Term 1	18/3/24			
Week 9, Term 1	25/3/24			
Week 10, Term 1	1/4/24			
Week 11, Term 1	8/4/24	Where we are in place and time		
	15/4/24			
	22/4/24			
Week 1, Term 2	29/4/24	Where we are in place and time	Geometry	Where we are in place and time
Week 2, Term 2	6/5/24			
Week 3, Term 2	13/5/24			
Week 4, Term 2	20/5/24			
Week 5, Term 2	27/5/24			
Week 6, Term 2	3/6/24			
Week 7, Term 2	10/6/24	How we express ourselves	Algebra	How we organise ourselves
Week 8, Term 2	17/6/24			
Week 9, Term 2	24/6/24			
Week 10, Term 2	1/7/24			
	8/7/24			
	15/7/24			
Week 1, Term 3	22/7/24	Who we are	Measurement Part 1	Who we are
Week 2, Term 3	29/7/24			How we organise ourselves
Week 3, Term 3	5/8/24	How we express ourselves		

Week 4, Term 3	12/8/24		Maths Week	How we express ourselves
Week 5, Term 3	19/8/24	How we organise ourselves	Measurement <i>Part 2</i>	
Week 6, Term 3	26/8/24			
Week 7, Term 3	2/9/24			
Week 8, Term 3	9/9/24		(AIMS Week) Word Problems EMC Puzzle boxes	
Week 9, Term 3	16/9/24		Statistics <i>Part 1</i>	
Week 10, Term 3	23/9/24			
	30/9/24			
	7/10/24			
Week 1, Term 4	14/10/24	How we organise ourselves	Statistics <i>Part 2</i>	Sharing the planet
Week 2, Term 4	21/10/24			
Week 3, Term 4	28/10/24	How the world works	Number Review & review of any other strands necessary	
Week 4, Term 4	4/11/24			
Week 5, Term 4	11/11/24			
Week 6, Term 4	18/11/24			
Week 7, Term 4	25/11/24			
Week 8, Term 4	2/12/24			
Week 9, Term 4	9/12/24	Who we are		Who we are
Week 10, Term 4	16/12/24			

Year 7 - Mathematics - Curriculum Map

	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
NZC		<p>Level 4 Statistical literacy</p> <ul style="list-style-type: none"> Evaluate statements made by others about the findings of statistical investigations and probability activities. 	<p>Level 4 Shape and Space</p> <ul style="list-style-type: none"> Identify classes of two- and three dimensional shapes by their geometric properties. Relate three-dimensional models to two-dimensional representations, and vice versa. <p>Transformation</p> <ul style="list-style-type: none"> Use the invariant properties of figures and objects under transformations (reflection, rotation, translation, or enlargement). 	<p>Level 4 Patterns and relationships</p> <ul style="list-style-type: none"> Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns. 		<p>Level 4 Patterns and relationships</p> <ul style="list-style-type: none"> Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns.
<p>NZ MC (20 23)</p> <p>Te Mātaia ho</p>	<p>Do:</p> <p>Te tūhono pūāhua Connecting situations</p> <p>I can:</p> <ul style="list-style-type: none"> suggest connections between ideas and approaches suggest connections between different representations connect new ideas to things I already know make connections to ideas in other learning areas and in diverse cultural, linguistic, and historical contexts. 	<p>Know:</p> <p>Tauanga Statistics</p> <ul style="list-style-type: none"> pose investigative questions about local rohe and community matters and make predictions or assertions about what I expect to find <p>Do:</p> <p>Te tūhura pūāhua Investigating situations</p> <p>I can:</p> <ul style="list-style-type: none"> pose a question for investigation find entry points for addressing a question, identifying relevant prior knowledge, givens, assumptions, and relationships 	<p>Understand:</p> <p>Kotahi te kōhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero.</p> <ul style="list-style-type: none"> The interface between mātauranga Māori and mātauranga mathematics and statistics offers opportunities for insights that uphold the integrity of each knowledge system. <p>Know:</p> <p>Mokowā Space</p> <ul style="list-style-type: none"> classify shapes based on their geometric properties visualise and draw nets for prisms that have a fixed cross section make combinations of transformations that use the 	<p>Know:</p> <p>Taurangi Algebra</p> <ul style="list-style-type: none"> create, test, revise, and use algorithms to identify, interpret, and explain patterns. <p>Do:</p> <p>Te whakatauwānui i ngā kitenga Generalising findings</p> <p>I can:</p> <ul style="list-style-type: none"> recognise and explore patterns, and make conjectures and draw conclusions about them identify relationships, including similarities, differences, and new connections 	<p>Do:</p> <p>Te whakamārama me te parahau i ngā kitenga Explaining and justifying findings</p> <p>I can:</p> <ul style="list-style-type: none"> make statements and give explanations inductively based on observations or data make statements and give explanations deductively based on knowledge, definitions, and rules critically reflect on others' thinking, distinguishing between correct and flawed logic and asking questions to clarify and understand use evidence, reasoning, and proofs to explain why I agree or 	<p>Know:</p> <p>Taurangi Algebra</p> <ul style="list-style-type: none"> create, test, revise, and use algorithms to identify, interpret, and explain patterns. <p>Do:</p> <p>Te whakatauwānui i ngā kitenga Generalising findings</p> <p>I can:</p> <ul style="list-style-type: none"> recognise and explore patterns, and make conjectures and draw conclusions about them identify relationships, including similarities, differences, and new connections <p>Te whakamārama me te parahau i ngā kitenga Explaining and justifying findings</p> <p>I can:</p>

			invariant properties of shapes		disagree with statements • develop collective understandings by sharing, comparing, contrasting, critiquing, and building on ideas with others	• make statements and give explanations inductively based on observations or data
PYP		Key concepts: - Change - Form - Responsibility	Key concepts: - Perspective - Causation - Connection Approaches to learning - Research skills - Communication skills	Key concepts: - Perspective - Connection Approaches to learning - Social skills - Communication skills - Self-management skills	Key concepts: - Responsibility - Function - Connection Approaches to learning - Research skills - Thinking skills - Social skills	
Assessment			Formative Assessment consisting of - reflections - thinking processes - next steps	Formative Assessment consisting of - reflections - thinking processes - next steps	Formative Assessment consisting of - reflections - thinking processes - next steps	

*Achievement Objectives from the NZC are integrated based on the scope of inquiry and aligned where appropriate. All other Achievement Objectives will be explicitly taught following the Year 7 Mathematics Overview above.

Year 8 - Mathematics - Curriculum Map

	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
NZC		Level 4 Statistical literacy <ul style="list-style-type: none"> Evaluate statements made by others about the findings of statistical investigations and probability activities. 	Level 4 Position and orientation <ul style="list-style-type: none"> Communicate and interpret locations and directions, using compass directions, distances, and grid references. 	Level 4 Patterns and relationships <ul style="list-style-type: none"> Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns. 	Level 4 Statistical investigation <ul style="list-style-type: none"> Plan and conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> determining appropriate variables and data collection methods; gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends; comparing distributions visually; communicating findings, using appropriate displays. 	Level 4 Statistical investigation <ul style="list-style-type: none"> Plan and conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> determining appropriate variables and data collection methods; gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends; comparing distributions visually; communicating findings, using appropriate displays.
NZM C (2023) Te Mātāiao	Do: Te tūhono pūāhua Connecting situations I can: <ul style="list-style-type: none"> suggest connections between ideas and approaches suggest connections between different representations connect new ideas to things I already know make connections to ideas in other learning areas and in diverse cultural, linguistic, and historical contexts. 	Know: Tauanga Statistics <ul style="list-style-type: none"> pose investigative questions about local rohe and community matters and make predictions or assertions about what I expect to find Do: Te tūhura pūāhua Investigating situations I can: <ul style="list-style-type: none"> pose a question for investigation find entry points for addressing a question, identifying relevant prior knowledge, givens, assumptions, and relationships 	Know: Mokowā Space <ul style="list-style-type: none"> use scale, compass points, and coordinate systems to interpret and describe positions and pathways 	Understand: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. <ul style="list-style-type: none"> The world is full of patterns and structures that we use mathematics and statistics to understand. Know: Taurangi Algebra <ul style="list-style-type: none"> use variables to represent a rule about a linear pattern, and use the rule to make predictions Do: Te whakaata pūāhua Representing situations	Understand: Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tina. <ul style="list-style-type: none"> Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions. Know: Tūponotanga Probability <ul style="list-style-type: none"> pose investigative questions for chance-based situations, including those with not equally likely outcomes plan, conduct, and systematically record data 	Understand: Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tina. <ul style="list-style-type: none"> Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions. Know: Tūponotanga Probability <ul style="list-style-type: none"> pose investigative questions for chance-based situations, including those with not equally likely outcomes plan, conduct, and systematically record data from

				<p>I can:</p> <ul style="list-style-type: none"> • select, create, or adapt appropriate mental, oral, physical, virtual, graphical, or diagrammatic representations <p>Te whakatauhānui i ngā kitenga Generalising findings</p> <p>I can:</p> <ul style="list-style-type: none"> • recognise and explore patterns, and make conjectures and draw conclusions about them • identify relationships, including similarities, differences, and new connections • look for patterns and regularities that can be applied in another situation or are always true 	<p>from probability experiments</p> <ul style="list-style-type: none"> • use data visualisations to describe the distribution of observed outcomes from probability experiments and possible outcomes for theoretical probability models • agree or disagree with others' conclusions by interrogating their chancebased investigations. <p>Do:</p> <p>Te tūhura pūāhua Investigating situations</p> <p>I can:</p> <ul style="list-style-type: none"> • pose a question for investigation • find entry points for addressing a question, identifying relevant prior knowledge, givens, assumptions, and relationships • plan an investigation pathway and follow it in an organised way • monitor and evaluate progress, adjusting the investigation pathway if necessary • make sense of outcomes or conclusions in light of a given situation and context. 	<p>probability experiments</p> <ul style="list-style-type: none"> • use data visualisations to describe the distribution of observed outcomes from probability experiments and possible outcomes for theoretical probability models • agree or disagree with others' conclusions by interrogating their chancebased investigations. <p>Do:</p> <p>Te tūhura pūāhua Investigating situations</p> <p>I can:</p> <ul style="list-style-type: none"> • pose a question for investigation • find entry points for addressing a question, identifying relevant prior knowledge, givens, assumptions, and relationships • plan an investigation pathway and follow it in an organised way • monitor and evaluate progress, adjusting the investigation pathway if necessary • make sense of outcomes or conclusions in light of a given situation and context.
PYP	<p>Key Concepts</p> <ul style="list-style-type: none"> - Causation - Responsibility 	<p>Key Concepts:</p> <ul style="list-style-type: none"> - Form - Function - Responsibility <p>Approaches to Learning</p> <p>Research Skills Communication Skills Thinking Skills</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> - Perspective - Causations - Connection <p>Approaches to Learning</p> <p>Research Skills Communication Skills Thinking Skills</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Connection - Function - Responsibility <p>Approaches to Learning</p> <p>Social Skills</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Form - Connection - Change 	<p>Key Concepts:</p> <ul style="list-style-type: none"> - All <p>Approaches to Learning</p> <p>Research Skills Communication Skills Thinking Skills Self-management Skills</p>

						Social Skills
Assessment		Formative Assessment consisting of <ul style="list-style-type: none"> - reflections - thinking processes - next steps - justifications 		Formative Assessment consisting of <ul style="list-style-type: none"> - reflections - thinking processes - next steps - justifications 		- Exhibition

*Achievement Objectives from the NZC are integrated based on the scope of inquiry and aligned where appropriate. All other Achievement Objectives will be explicitly taught following the Year 8 Mathematics Overview above.

English/Language

Year 7 - English - Curriculum Map

	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
Recommended Reading Skill	*Testing Reading Skills <ul style="list-style-type: none"> - Note taking - Graphic organisers Comprehension Strategies <ul style="list-style-type: none"> - Prior knowledge - Predicting 	Guided reading Ability groups Comprehension Strategies <ul style="list-style-type: none"> - Skimming and scanning - Questioning - Summarising 	Guided reading Comprehension Strategies <ul style="list-style-type: none"> - Inferencing - Making connections - Visualising Reciprocal Reading	Literacy circles (teacher chosen novel based on abilities) <ul style="list-style-type: none"> - Whole class works on the same task and skill eg. Summariser - but for their own books Comprehension Strategies <ul style="list-style-type: none"> - Revision where needed 	Literacy circles (teacher has selection of novels that students can choose from) <ul style="list-style-type: none"> - Reading for pleasure - Each person in the group does a different Literacy circle task. Comprehension Strategies <ul style="list-style-type: none"> - Revision where needed 	Journals or MainSails Literacy Box (see Resource room) Comprehension Strategies <ul style="list-style-type: none"> - Questioning - Revision where needed
Recommended Writing Focus Focus on writing sentences and writing for a purpose	Students Planning Poetry Grammar Spelling Sentences <ul style="list-style-type: none"> - Simple - Red, white and blue - Very short - Adverb - Ing start - Ed start Letters Persuasive (Yearlong) WTB Daily Challenge - see note above	Students Planning Grammar Spelling Sentence <ul style="list-style-type: none"> - Em Dash - Explore the subject - Preposition Reports	Students Planning Grammar Spelling Sentence <ul style="list-style-type: none"> - W start - Semicolon - Power Diary Writing Descriptive	Using graphic organisers Oral Language Poetry Figurative language <ul style="list-style-type: none"> - Metaphors - Rhetorical questions Student-led conferences	Expansion tasks CV's Revise Sentences, Grammar and Spelling	Introductions Conclusions Revise Sentences, Grammar and Spelling

Recommended Text Type	Letters, newspaper articles, biography,	Persuasive, information report, news reports,	Journals, diary writing, narrative/ picture books, descriptive writing	Poetry, myths and legends, persuasive Speech, rap, flash talk, spoken word	Report, business plan, advertising, C/V's	Reports, explanations
NZC Indicators: Listening, reading & viewing	L3 Uses their personal & world & literacy knowledge confidently to make meaning from texts L3 & 4 Uses an increased vocabulary to make meaning	L3 & 4 Identifies particular points of view & begins to recognise that texts can position a reader	L3 & 4 Identifies oral, written & visual language features used in texts & recognises their effects	L3 & 4 Recognises & understands how texts are constructed for a range of purposes, audiences, and situations	L3 Understands that the order & organisation of words, sentences, paragraphs, & images contribute to and affect text meaning L4 Understands that the order & organisation of words, sentences, paragraphs, & images contribute to and affect meaning in a range of texts	L3 & 4 Makes & supports inferences from texts with increasing independence
NZC Indicators: Speaking, writing & presenting	L3 Adds or changes details & comments to support ideas, showing some selectivity in the process L4 Adds or changes details & comments to support ideas, showing thoughtful selection in the process	L3 & 4 Conveys & sustains personal voice where appropriate	L3 Uses oral, written & visual language features to create meaning & effect & engage interest L4 Uses oral, written & visual language features to create meaning & to sustain interest L3 Demonstrates good understanding of all basic spelling patterns & sounds in written English L4 Demonstrates a good understanding of spelling patterns in written English, with few intrusive errors	L3 Constructs texts that show a growing awareness of purpose & audience through careful choice of content, language & text form L4 Constructs texts that show a growing awareness of purpose & audience through deliberate choice of content, language & text form	L3 Uses a range of vocabulary to communicate meaning L4 Uses a range of vocabulary to communicate precise meaning	L3 Organises written ideas into paragraphs with increasing confidence L4 achieves some coherence & wholeness when constructing texts
NZEC (2023) Te Mātaiaho	Understand: Mā te reo, ka mōhio; mā te reo ka mārama; mā te reo ka ora. • Language and literature give us insights into ourselves and others. Know:	Know: Do: Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts I can: • combine a range of	Understand: Kia mau ki tō ūkaipō. • The stories of Aotearoa New Zealand are unique taonga tuku iho. Ko pohewa, ko auaha ngā ara ki ao hou.	Know: Ngā whāinga me ngā hunga mā rātou ngā tuhinga Text purposes and audiences • A text may have more than one purpose. Knowing about who created the text, and when and where,	Understand: Ko te manu e kai ana i te miro nōna te ngahere; ko te manu e kai ana i te mātauranga nōna te ao. • Literature, language, and texts embody power relationships.	Know: Do: Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts I can: • combine a range of

	<p>Ngā ariā Ideas within, across, and beyond texts</p> <ul style="list-style-type: none"> • Texts from Aotearoa New Zealand help us to understand local and national events and ways of thinking and interacting. These insights can help us to make sense of ourselves as individuals and a society and to think about our role in giving effect to Te Tiriti o Waitangi. • The ideas and information in texts are not always reliable or straightforward. They can be ambiguous and interpreted in different, even conflicting, ways. • Texts can have multiple layers of ideas. Exploring them helps to expose deeper meanings and contradictions within the text. <p>Do:</p> <p>Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts</p> <p>I can:</p> <ul style="list-style-type: none"> • combine a range of strategies to decode and comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and sophisticated themes • build meaning by comparing, evaluating, and synthesising ideas within and across texts 	<p>strategies to decode and comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and sophisticated themes</p> <ul style="list-style-type: none"> • build meaning by comparing, evaluating, and synthesising ideas within and across texts <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure</p> <p>I can:</p> <ul style="list-style-type: none"> • regularly read for pleasure, sometimes selecting texts based on my own preferences and interests, and sometimes exploring new authors and texts outside my comfort zone <p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling</p> <p>I can:</p> <ul style="list-style-type: none"> • use a creative process to experiment and innovate, making decisions that extend or elevate my ideas and personal voice 	<ul style="list-style-type: none"> • Stories are a source of joy and nourishment. <p>Know:</p> <p>Ngā whāinga me ngā hunga mā rātou ngā tūhinga Text purposes and audiences</p> <ul style="list-style-type: none"> • A text may have more than one purpose. Knowing about who created the text, and when and where, helps us understand its purpose or purposes. • A text may have more than one audience. An audience’s context influences its interpretations of the text. • As a text creator, I can use stories to advocate for myself, for others, and to try to change my world. <p>Do:</p> <p>Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts</p> <p>I can:</p> <ul style="list-style-type: none"> • combine a range of strategies to decode and comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and sophisticated themes • build meaning by comparing, evaluating, and synthesising ideas within and across texts <p>Te tātari arohaehae Critical analysis</p>	<p>helps us understand its purpose or purposes.</p> <ul style="list-style-type: none"> • As a text creator, I can use stories to advocate for myself, for others, and to try to change my world. <p>Ngā āhuatanga reo Features and structures of language</p> <ul style="list-style-type: none"> • Codes, conventions, and features of different types of texts are often subtle and able to be flexibly applied. Recognising them and the effects they have in different types of texts supports the analysis and crafting of texts. • Structural elements can be arranged for deliberate effect to build up meaning across a text. <p>Do:</p> <p>Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts</p> <p>I can:</p> <ul style="list-style-type: none"> • build meaning by comparing, evaluating, and synthesising ideas within and across texts • use the codes and conventions of different modes and text types for effect in the texts I compose. <p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling</p> <p>I can:</p>	<p>Know:</p> <p>Ngā āhuatanga reo Features and structures of language</p> <ul style="list-style-type: none"> • How language is used varies across time, place, and social contexts. Recognising this variation helps us analyse social roles, relationships, and power. <p>Do:</p> <p>Te tātari arohaehae Critical analysis</p> <p>I can:</p> <ul style="list-style-type: none"> • conduct multiple readings to identify the world-view presented in a text and to consider the text’s possible impact on individuals or groups of people • recognise patterns in how people, places, objects, and ideas are included, excluded, or represented across multiple texts • discuss how the use of particular language and modes in a text encourages particular ways of making meaning 	<p>strategies to decode and comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and sophisticated themes</p> <ul style="list-style-type: none"> • build meaning by comparing, evaluating, and synthesising ideas within and across texts • combine a range of encoding strategies to compose texts, often including carefully selected detail or comment that supports or elaborates on the main points • use the codes and conventions of different modes and text types for effect in the texts I compose. <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure</p> <p>I can:</p> <ul style="list-style-type: none"> • participate in reading communities, discussing different kinds of texts, listening to others’ viewpoints, and making informed text recommendations for them.
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	<p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure</p> <p>I can:</p> <ul style="list-style-type: none"> regularly read for pleasure, sometimes selecting texts based on my own preferences and interests, and sometimes exploring new authors and texts outside my comfort zone participate in reading communities, discussing different kinds of texts, listening to others' viewpoints, and making informed text recommendations for them. 		<p>I can:</p> <ul style="list-style-type: none"> discuss how the use of particular language and modes in a text encourages particular ways of making meaning <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure</p> <p>I can:</p> <ul style="list-style-type: none"> participate in reading communities, discussing different kinds of texts, listening to others' viewpoints, and making informed text recommendations for them. <p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling</p> <p>I can:</p> <ul style="list-style-type: none"> use a creative process to experiment and innovate, making decisions that extend or elevate my ideas and personal voice create stories in collaboration with others, supporting their contributions with considered responses. 	<ul style="list-style-type: none"> deliberately combine written language, oral language, and other modes (e.g., gestural or visual modes) to add layers to my storytelling anticipate the reaction of my audience and evaluate my effectiveness in relation to my purpose create stories in collaboration with others, supporting their contributions with considered responses. 		
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<p>PYP Phase 4 Conceptual under- standings</p>	<p>To enhance learning we need to be efficient and constructive users of the internet.</p> <p>Reading and thinking work together to enable us to make meaning.</p> <p>Asking questions of ourselves and others helps to make our writing more focused and purposeful.</p>	<p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Visual texts have the power to influence thinking and behaviour.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p>	<p>Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.</p> <p>Writing and thinking work together to enable us to express ideas and convey meaning.</p>	<p>The grammatical structures of a language enable members of a language community to communicate with each other.</p> <p>Rereading and editing our own writing enables us to express what we want to say more clearly.</p>	<p>Interpreting visual texts involves making an informed judgement about the intention of the message.</p> <p>Checking, rereading and correcting our own reading as we go enables us to read new and more complex texts.</p> <p>The way we structure and organize our writing helps others to understand and appreciate it.</p>
<p>Assessment</p>	<p>e-AsTTle rubric PAT Reading *Optional AsTTle reading</p>		<p>e-AsTTle rubric</p>	<p>APPA Rubrics</p>	<p>e-AsTTle rubric PAT Reading</p>	

Year 8 - English - Curriculum Map

	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
Recommended Reading Skill	*Testing Graphic organisers Comprehension strategies <ul style="list-style-type: none"> - Note taking - Prior knowledge - Making connections 	Guided reading Ability groups Comprehension strategies <ul style="list-style-type: none"> - Skimming and scanning - Questioning - Synthesising 	Guided reading Comprehension strategies <ul style="list-style-type: none"> - Critical thinking - Inferencing or Novels (to be considered in relation to whether novels are to be used for HWOO)	Guided reading Literacy circles (teacher chosen novel based on abilities) <ul style="list-style-type: none"> - Whole class works on the same task and skill eg. Summariser - but for their own books 	Literacy circles (teacher has selection of novels that students can choose from) <ul style="list-style-type: none"> - Reading for pleasure - Each person in the group does a different Literacy circle task. Comprehension strategies <ul style="list-style-type: none"> - Inferencing - Visualising 	Revision (Will use a range due to exhibition). Comprehension strategies <ul style="list-style-type: none"> - Note taking - Summarising - Synthesising - Questioning
Recommended Writing Focus Focus on writing paragraphs, for a purpose and audience. Greater focus on vocabulary.	Students Planning Graphic organisers/ thinking templates Poetry Grammar Spelling Sentence Revision (from y7) Description - personal experience WTB Daily Challenge - see note above	Students Planning Sentence revision Vocabulary Figurative language <ul style="list-style-type: none"> - Rhetorical questions 	Students Planning Reports Essays Poetry	Use of graphic organisers Speeches Student-led conferences Paragraphing <ul style="list-style-type: none"> - Compare & contrast Essay *Link sentence revision to novels when working with groups.	Speeches Poetry Figurative language <ul style="list-style-type: none"> - Similes - Personification - Normalisation - Metaphors 	Revision Students should select text types based on purpose and intended audience. (Will use a range due to exhibition).
Recommended Writing Text Type	Persuasive, narratives, poetry, description, letter	Reports, explanations	Descriptive writing, novels, persuasive, factual report	Novels, debates, narratives Speech - rap, flash talk, spoken word	Expressive writing, poetry, plays, narratives	Information report, letters, essays (may use a range due to exhibition)

<p>NZC Indicators: Listening, reading & viewing</p>	<p>L4 identifies an increasing range of text forms and recognises and describes their characteristics and conventions. L5 identifies & understands the characteristics & conventions of a range of text forms & considers how they contribute to and affect text meaning</p>	<p>L4 makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them L5 makes meaning by understanding comprehensive ideas in texts and the links between them</p>	<p>L4 evaluates the reliability and usefulness of texts with increasing confidence L5 evaluates the reliability and usefulness of texts with confidence L4 & 5 recognises that there may be more than one reading available within a text</p>	<p>L4 shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively L5 understands how a range of text conventions work together to create meaning & effect</p>	<p>L4 knows that authors have different voices and styles and can identify and describe some of these differences. L5 understands that authors have different voices & styles & can identify those differences</p>	<p>L4 makes connections by thinking about underlying ideas within and between texts from a range of contexts L5 makes connections by exploring ideas within & between texts from a range of contexts</p>
<p>NZC Indicators: Speaking, writing & presenting</p>	<p>L4 ideas show increasing awareness of a range of dimensions or viewpoints L5 ideas show an awareness of a range of dimensions or viewpoints</p>	<p>L4 demonstrates a good understanding of spelling patterns in written English, with few intrusive errors</p>	<p>L4 uses a range of oral, written, and visual features to create meaning and effect and to sustain interest L5 uses a wide range of oral, written, and visual features to create meaning and effect and to sustain interest</p>	<p>L4 uses a range of vocabulary to communicate precise meaning L5 uses an increasing range of vocabulary to communicate precise meaning</p>	<p>L4 achieves some coherence and wholeness when constructing texts L5 achieves a sense of coherence and wholeness when constructing texts</p>	<p>L4 forms and communicates ideas and information clearly, drawing on a range of sources L5 develops and communicates increasingly comprehensive ideas, information & understandings</p>
<p>NZEC (2023) Te Mātaiaho</p>	<p>Understand: Mā te reo, ka mōhio; mā te reo ka mārama; mā te reo ka ora. • Language and literature give us insights into ourselves and others. Know: Ngā ariā Ideas within, across, and beyond texts • Texts from Aotearoa New Zealand help us to understand local and national events and ways of thinking and interacting. These insights can help us to make sense of ourselves as individuals and a society and to think about our role in giving effect to Te Tiriti o Waitangi.</p>	<p>Know: Ngā āhuatanga reo Features and structures of language • Codes, conventions, and features of different types of texts are often subtle and able to be flexibly applied. Recognising them and the effects they have in different types of texts supports the analysis and crafting of texts. Do: Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts I can: • combine a range of strategies to decode and</p>	<p>Understand: Kia mau ki tō ūkaipō. • The stories of Aotearoa New Zealand are unique taonga tuku iho. Know: Ngā whāinga me ngā hunga mā rātou ngā tuhinga Text purposes and audiences • As a text creator, I can use stories to advocate for myself, for others, and to try to change my world. Do: Te tātari arohaehae Critical analysis I can: • conduct multiple readings to identify the world-view</p>	<p>Know: Ngā whāinga me ngā hunga mā rātou ngā tuhinga Text purposes and audiences • A text may have more than one purpose. Knowing about who created the text, and when and where, helps us understand its purpose or purposes. • A text may have more than one audience. An audience's context influences its interpretations of the text. Do: Te tātari arohaehae Critical analysis I can: • structure an</p>	<p>Understand: Ko pohewa, ko auaha ngā ara ki ao hou. • Stories are a source of joy and nourishment. Ko te reo me ōna tikanga te hā o te whakawhitihiti kōrero. • Communication depends on shared codes and conventions. Know: Ngā āhuatanga reo Features and structures of language • Structural elements can be arranged for deliberate effect to build up meaning across a text.</p>	<p>Know: Ngā āhuatanga reo Features and structures of language • Structural elements can be arranged for deliberate effect to build up meaning across a text. Do: Te whakamahi rautaki ki te whai māramatanga Comprehending and creating texts I can: • combine a range of strategies to decode and comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and</p>

	<ul style="list-style-type: none"> • The ideas and information in texts are not always reliable or straightforward. They can be ambiguous and interpreted in different, even conflicting, ways. • Texts can have multiple layers of ideas. Exploring them helps to expose deeper meanings and contradictions within the text. <p>Do: Te tātari arohaehae Critical analysis I can:</p> <ul style="list-style-type: none"> • structure an interpretation of a text by drawing on different perspectives, evidence from the text, and my experiences and knowledge of literature <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure I can:</p> <ul style="list-style-type: none"> • regularly read for pleasure, sometimes selecting texts based on my own preferences and interests, and sometimes exploring new authors and texts outside my comfort zone • participate in reading communities, discussing different kinds of texts, listening to others' viewpoints, and making informed text recommendations for them. 	<p>comprehend texts, using prior knowledge and information in the text to interpret abstract ideas, complex plots, and sophisticated themes</p> <ul style="list-style-type: none"> • build meaning by comparing, evaluating, and synthesising ideas within and across texts • combine a range of encoding strategies to compose texts, often including carefully selected detail or comment that supports or elaborates on the main points • use the codes and conventions of different modes and text types for effect in the texts I compose. 	<p>presented in a text and to consider the text's possible impact on individuals or groups of people</p> <ul style="list-style-type: none"> • recognise patterns in how people, places, objects, and ideas are included, excluded, or represented across multiple texts • discuss how the use of particular language and modes in a text encourages particular ways of making meaning <p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling I can:</p> <ul style="list-style-type: none"> • create stories in collaboration with others, supporting their contributions with considered responses. <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure I can:</p> <ul style="list-style-type: none"> • regularly read for pleasure, sometimes selecting texts based on my own preferences and interests, and sometimes exploring new authors and texts outside my comfort zone • participate in reading communities, discussing different kinds of texts, listening to others' viewpoints, and making informed text recommendations for them. 	<p>interpretation of a text by drawing on different perspectives, evidence from the text, and my experiences and knowledge of literature</p> <ul style="list-style-type: none"> • discuss how the use of particular language and modes in a text encourages particular ways of making meaning • advocate for ways to reconstruct a text as a result of my critical analysis. <p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling I can:</p> <ul style="list-style-type: none"> • deliberately combine written language, oral language, and other modes (e.g., gestural or visual modes) to add layers to my storytelling • anticipate the reaction of my audience and evaluate my effectiveness in relation to my purpose 	<p>Do: Te tātari arohaehae Critical analysis I can:</p> <ul style="list-style-type: none"> • structure an interpretation of a text by drawing on different perspectives, evidence from the text, and my experiences and knowledge of literature <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure I can:</p> <ul style="list-style-type: none"> • regularly read for pleasure, sometimes selecting texts based on my own preferences and interests, and sometimes exploring new authors and texts outside my comfort zone • participate in reading communities, discussing different kinds of texts, listening to others' viewpoints, and making informed text recommendations for them. <p>Te tūhono mā te whakawhiti kōrero Connecting through storytelling I can:</p> <ul style="list-style-type: none"> • anticipate the reaction of my audience and evaluate my effectiveness in relation to my purpose • create stories in collaboration with others, supporting their contributions with 	<p>sophisticated themes</p> <ul style="list-style-type: none"> • build meaning by comparing, evaluating, and synthesising ideas within and across texts • combine a range of encoding strategies to compose texts, often including carefully selected detail or comment that supports or elaborates on the main points <p>Te tātari arohaehae Critical analysis I can:</p> <ul style="list-style-type: none"> • advocate for ways to reconstruct a text as a result of my critical analysis. <p>Te pānui hei whakangahau, hei whakapārekareka Reading for pleasure I can:</p> <ul style="list-style-type: none"> • participate in reading communities, discussing different kinds of texts, listening to others' viewpoints, and making informed text recommendations for them.
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					considered responses.	
PYP Phase 5 Conceptual under- standings	<p>The aim of commercial media is to influence and persuade viewers.</p> <p>Stories that people want to read are built around themes to which they can make connections.</p> <p>Through the process of planning, drafting, editing and revising, our writing improves over time.</p>	<p>Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.</p> <p>Synthesising ideas and information from texts leads to new ideas and understanding.</p>	<p>Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</p> <p>Effective stories have a purpose and structure that help to make the author's intention clear.</p> <p>Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>	<p>Listeners identify key ideas in spoken language and synthesise them to create their own understanding.</p> <p>Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.</p>	<p>Spoken language can be used to persuade and influence people.</p> <p>Metaphorical language creates strong visual images in our imagination.</p> <p>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>	<p>People draw on what they already know in order to infer new meaning from what they hear.</p> <p>Synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.</p>
Assessment	e-AsTTle rubric PAT Reading *Optional AsTTle reading		e-AsTTle rubric	APPA rubrics		e-AsTTle rubric PAT Reading

Science

Year 7 - Science - Curriculum Map

	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
Recommended Science Focus	Food Webs Classifications Rocky Shore	Food Webs Classifications Rocky Shore Biosecurity Pests Extinction / Events Ecosystems	The Stars The Sun Water Cycle Weather	The Stars The Sun Water Cycle Weather	The Stars The Sun Water Cycle Weather Matter <ul style="list-style-type: none"> - How it is organised? - Atoms - Periodic table 	Biomimicry Forces - basic understanding Simple machines
NZC Content underpinned by Nature of Science	Living World: Life Processes 3- Recognise that there are life processes common to all living things and that these occur in different ways. 4- Recognise that there are life processes common to all living things and that these occur in different ways.	Living World: Ecology 3- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. 4- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. Living World: Evolution 3- Begin to group plants, animals, and other living things into science-based classifications. Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living	Planet Earth and Beyond: Astronomical systems 3- Investigate the components of the solar system, developing an appreciation of the distances between them. 4- Investigate the components of the solar system, developing an appreciation of the distances between them.	Material World; The structure of matter 4- Begin to develop an understanding of the particle nature of matter and use this to explain observed changes.	Material World; Properties and changes of matter 3- Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. Compare chemical and physical changes. Material World; Chemistry and society 3- Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.	Planet Earth and Beyond: Earth's systems 3- Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources. 4- Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources. Physical World: Physical inquiry and physics concepts 3- Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and

		<p>things in other areas of the world.</p> <p>Planet Earth and Beyond: Interacting systems</p> <p>3- Investigate the water cycle and its effect on climate, landforms, and life.</p> <p>4- Investigate the water cycle and its effect on climate, landforms, and life.</p>				<p>describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</p> <p>4- Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</p>
PYP	<p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and Experiences</p> <p>d. Identify or generate a question or problem to be Explored</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p>	<p>a. Observe carefully in order to gather data</p> <p>b. Use a variety of instruments and tools to measure data accurately</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>h. Consider scientific models and applications of these models</p>	<p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p>	<p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>h. Consider scientific models and applications of these models (including their limitations)</p>	<p>b. Use a variety of instruments and tools to measure data accurately</p> <p>e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p>	<p>a. Observe carefully in order to gather data</p> <p>b. Use a variety of instruments and tools to measure data accurately</p> <p>c. Use scientific vocabulary to explain their observations and Experiences</p> <p>d. Identify or generate a question or problem to be explored</p> <p>f. Make and test predictions</p> <p>g. Interpret and evaluate</p>

		(including their limitations)				<p>data gathered in order to draw conclusions</p> <p>h. Consider scientific models and applications of these models (including their limitations)</p>
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*The Nature of Science is taught along side the four strands.

Year 8 - Science - Curriculum Map

	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
Recommended Science Focus	UV Beads Food Groups Nutrition Digestion - Body Systems Heart Rate/Fitness Testing Models Food Safety/Additives	Models Forces Floating/Sinking Newtons Laws	Earth Systems Climate Stars/Shadows	Systems Space	Stars/Shadows Reflection Refraction Concave/Convex Colour Electromagnetic Spectrum	Carbon Cycle
NZC <i>Content underpinned by Nature of Science</i>	<p>Living Word Life Processes 3- Recognise that there are life processes common to all living things and that these occur in different ways.</p> <p>4- Recognise that there are life processes common to all living things and that these occur in different ways.</p> <p>5- Identify the key structural features and functions involved in the life processes of plants and animals. Describe the organisation of life at the cellular level.</p> <p>Living Word Evolution 5- Describe the basic processes by which genetic information is passed from one generation to the next.</p>	<p>Physical World Physical inquiry and physics concepts 4 - Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</p> <p>5- Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe energy changes</p>	<p>Planet Earth and Beyond Astronomical systems 3- Investigate the components of the solar system, developing an appreciation of the distances between them.</p> <p>4- Investigate the components of the solar system, developing an appreciation of the distances between them.</p> <p>5- Investigate the conditions on the planets and their moons, and the factors affecting them.</p> <p>Physical World Physical inquiry and physics concepts 5- Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify</p>	<p>Planet Earth and Beyond Earth systems 3- Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</p> <p>4- Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</p> <p>5- Investigate the composition, structure, and features of the geosphere, hydrosphere, and atmosphere.</p> <p>Material World; Properties and changes of matter 4- Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.</p>	<p>Physical World Physical inquiry and physics concepts 4 - Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</p> <p>5- Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe energy changes</p>	<p>Material World The structure of matter 4- Begin to develop an understanding of the particle nature of matter and use this to explain observed changes.</p> <p>5- Describe the structure of the atoms of different elements. Distinguish between an element and a compound, a pure substance and a mixture at particle level.</p> <p>Material World Chemistry and society 3- Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.</p> <p>4- Relate the observed, characteristic chemical and physical properties of a range of different materials</p>

		and conservation of energy, simple electrical circuits, and the effect of contact and non-contact on the motion of objects.	and describe energy changes and conservation of energy, simple electrical circuits, and the effect of contact and non-contact on the motion of objects.	Compare chemical and physical changes.	and conservation of energy, simple electrical circuits, and the effect of contact and non-contact on the motion of objects.	to technological uses and natural processes. 5- Link the properties of different groups of substances to the way they are used in society or occur in nature.
PYP	<p>Science skills</p> <p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p>	<p>Science skills</p> <p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>d. Identify or generate a question or problem to be explored</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>h. Consider scientific models and applications of these models (including their limitations)</p>	<p>Science skills</p> <p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>e. Plan and carry out systematic investigations, manipulating variables as necessary</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p>	<p>Science skills</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>d. Identify or generate a question or problem to be explored</p> <p>f. Make and test predictions</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p>	<p>Science skills</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>d. Identify or generate a question or problem to be explored</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p>	<p>Science skills</p> <p>a. Observe carefully in order to gather data</p> <p>c. Use scientific vocabulary to explain their observations and experiences</p> <p>g. Interpret and evaluate data gathered in order to draw conclusions</p> <p>h. Consider scientific models and applications of these models (including their limitations)</p>

*The Nature of Science is taught along side the four strands.

Social Sciences and Aotearoa NZ Histories

Year 7 - Social Science and Aotearoa NZ Histories - Curriculum Map

	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
Content	Matariki - new beginnings Pepeha	Unpack Kaitiakitanga Animals Trees (whānau trees) Native species have adapted Evolution over time Impact of humans on them	Migration NZ History Research Project Polynesian Migration & Navigation Land of Voyagers Polynesian Panthers / Dawn Raids Treaty of Waitangi	Different types of Art including Māori designs. Art history/ carvings/ moko/ myths and legends.	Rakau Games Māori business- people / pioneers / innovators	Māori Innovation and flax (Harakeke) Māori innovators and technology
NZSS 2023 LINK Te Mātaiaho	Understand: People hold different perspectives on the world depending on their values, traditions, and experiences. Know: Ngā ahurea me te tuakiri kiritōpū Culture and collective identity People use different ways to sustain and evolve their culture and identity. People can experience inclusion or exclusion in different situations, which has consequences for them and for society. Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government The signings of He Whakaputanga o te Rangatiratanga o Nu Tirenī The Declaration of Independence and Te Tiriti o	Understand: Interactions change societies and environments. Know: Te tūrangawaewae me te taiao Place and environment People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences. <i>Within Aotearoa New Zealand's histories</i> Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features. Do: Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using	Understand: Māori history is the foundational and continuous history of Aotearoa New Zealand. Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years. <i>Within Aotearoa New Zealand's histories</i> Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories Know: Ngā ahurea me te tuakiri kiritōpū Culture and collective identity People can experience inclusion or exclusion in different situations, which has consequences for them and for society.	Understand: People hold different perspectives on the world depending on their values, traditions, and experiences. Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years. Know: Ngā ahurea me te tuakiri kiritōpū Culture and collective identity People use different ways to sustain and evolve their culture and identity. People can experience inclusion or exclusion in different situations, which has consequences for them and for society. <i>Within Aotearoa New Zealand's histories</i> Over time people from a wide	Understand: People hold different perspectives on the world depending on their values, traditions, and experiences. Know: Ngā mahinga ohaoha Economic activity Individuals, communities, and societies experience and manage scarcity in different ways and make trade-offs with differing consequences. Do: Te whakaaro arohaehae mō ngā wā o mua Thinking critically about the past • construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret	Understand: Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years. Know: Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively. <i>Within Aotearoa New Zealand's histories</i> Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions. Do:

	<p>Waitangi The Treaty of Waitangi emerged from a long period of complex interactions between hapū/iwi and newcomers in which Māori were the majority. These interactions, particularly those with missionaries, helped to facilitate the treaty process. Also important were the international events and ideas of the time that informed the Crown's thinking and actions.</p> <p>Do: Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action In my learning in te ao tangata social sciences, I can:</p> <ul style="list-style-type: none"> • evaluate the outcomes of the actions I take with others and the impact they have had. 	<p>social science conventions</p> <ul style="list-style-type: none"> • communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawing conclusions 	<p><i>Within Aotearoa New Zealand's histories</i> Mid-twentieth-century Māori migration to New Zealand cities occurred at an unprecedented pace and scale, disrupting the whakapapa of te reo and tikanga and depopulating papa kāinga. New approaches to being Māori and retaining iwi values and practices were created and debated. Movements to reassert Māori language, culture, and identity arose throughout the country.</p> <p>Over time people from a wide range of cultures have participated in and contributed to Aotearoa New Zealand, while retaining and adapting their distinctive identities. The histories of Chinese, Indian, and other Asian communities, Pacific communities, refugee and faith-based communities, disability communities, and the Deaf community demonstrate how this has been experienced. Some have met barriers.</p> <p>Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government <i>Within Aotearoa New Zealand's histories</i> Pacific peoples have experienced Aotearoa New Zealand's colonial authority and control. Throughout these experiences, they have continued to sustain their</p>	<p>range of cultures have participated in and contributed to Aotearoa New Zealand, while retaining and adapting their distinctive identities. The histories of Chinese, Indian, and other Asian communities, Pacific communities, refugee and faith-based communities, disability communities, and the Deaf community demonstrate how this has been experienced. Some have met barriers.</p> <p>Do: Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives. 	<p>these relationships differently</p> <ul style="list-style-type: none"> • make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them. 	<p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <ul style="list-style-type: none"> • gather information from primary and secondary sources, considering their reliability and identifying their limitations • use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations • use literacy and numeracy tools (e.g., graphic organisers) to sort and group findings.
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			<p>cultures and assert their authority. The New Zealand Government has apologised to the people of Samoa for past injustices.</p> <p>Do:</p> <p>Te taotohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> engage with people in respectful and ethical ways in order to understand their perspectives analyse and categorise people's values, viewpoints, and perspectives, including my own <p>Te whakaaro arohaehae mō ngā wā o mua Thinking critically about the past <i>Within Aotearoa New Zealand's histories</i></p> <ul style="list-style-type: none"> construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently <p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <ul style="list-style-type: none"> gather information from primary and secondary sources, considering their reliability and identifying their limitations use historical sources with 			
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			differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations			
PYP	Social organization and culture Skills: c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society	Resources and the environment Human and natural environments Skills b. Use and analyse evidence from a variety of historical, geographical and societal sources d. Identify roles, rights and responsibilities in society	Continuity and change through time Skills: a. Formulate and ask questions about the past, the future, places and Society b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time	Social organization and culture Skills: b. Use and analyse evidence from a variety of historical, geographical and societal sources	Continuity and change through time Skills: a. Formulate and ask questions about the past, the future, places and society e. Assess the accuracy, validity and possible bias of sources	Continuity and change through time Skills: a. Formulate and ask questions about the past, the future, places and society e. Assess the accuracy, validity and possible bias of sources

Year 8 - Social Science and Aotearoa NZ Histories - Curriculum Map

	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
Content	Treaty of Waitangi		NZ Wars Māori Battalion Commemorating the dead (matariki star pōhutukawa)	Systems in NZ, prior to the Treaty document. Early government system between tribes.	Art history/ carvings/ moko/ myths and legends. How they share their history (oral), how they didn't write it down before introduction of the English language. Ponumu designs Weaving Kowhaiwhai Kapa Haka	Natural resources Sustainability Kaitiakitanga - roles, and responsibilities Human action has impacted the now Native trees: Kauri Dieback
NZSS (2023) Te Mātaia ho	<p>Understand: Māori history is the foundational and continuous history of Aotearoa New Zealand.</p> <p>Know: Ngā ahurea me te tuakiri kiritōpū Culture and collective identity People can experience inclusion or exclusion in different situations, which has consequences for them and for society.</p> <p>Tino rangatiratanga me te kāwanatanga <i>Within Aotearoa New Zealand's histories</i> The signings of He Whakaputanga o te Rangatiratanga o Nu Tirenī The Declaration of Independence and Te Tiriti o Waitangi The Treaty of Waitangi emerged from a long</p>	<p>Understand: Māori history is the foundational and continuous history of Aotearoa New Zealand.</p> <p>Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.</p> <p>Know: Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively.</p> <p>Do: Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy</p>	<p>Understand: People's lived experiences have been shaped by the use and misuse of power.</p> <p>Know: Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively.</p> <p>Do: Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources • gather information from primary and secondary sources, considering their reliability and identifying their limitations</p>	<p>Understand: People participate in communities by acting on their beliefs and through the roles they hold.</p> <p>Know: Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively.</p> <p><i>Within Aotearoa New Zealand's histories</i> Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions.</p>	<p>Understand: People participate in communities by acting on their beliefs and through the roles they hold.</p> <p>Know: Ngā ahurea me te tuakiri kiritōpū Culture and collective identity People can experience inclusion or exclusion in different situations, which has consequences for them and for society.</p> <p><i>Within Aotearoa New Zealand's histories</i> Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.</p> <p>Do: Te whakaaro arohaehae mō ngā wā o mua Thinking</p>	<p>Understand: Interactions change societies and environments.</p> <p>Know: Te tūrangawaewae me te taiao Place and environment People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences.</p> <p><i>Within Aotearoa New Zealand's histories</i> Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.</p> <p>Do: Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy</p>

<p>period of complex interactions between hapū/iwi and newcomers in which Māori were the majority. These interactions, particularly those with missionaries, helped to facilitate the treaty process. Also important were the international events and ideas of the time that informed the Crown's thinking and actions.</p> <p>Do: Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action</p> <ul style="list-style-type: none"> • generate ideas with others for possible social actions, using a range of decision making processes • justify the social actions I take with others and consider their possible impact, after researching others' actions and decisions • evaluate the outcomes of the actions I take with others and the impact they have had. <p><i>Within Aotearoa New Zealand's histories</i></p> <ul style="list-style-type: none"> • make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them. 	<p>investigations</p> <ul style="list-style-type: none"> • ask a range of questions that support meaningful investigations into social issues and ideas. <p>Te whakaaro huatau Thinking conceptually</p> <ul style="list-style-type: none"> • make connections between concepts by exploring different contexts. <p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <ul style="list-style-type: none"> • communicate information, using social science conventions (e.g., graphs and maps), synthesising ideas, making claims supported by evidence, and drawings conclusions <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • engage with people in respectful and ethical ways in order to understand their perspectives <p>Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action</p> <ul style="list-style-type: none"> • evaluate the outcomes of the actions I take with others and the impact they have had. <p><i>Within Aotearoa New Zealand's histories</i></p>	<p><i>Within Aotearoa New Zealand's histories</i></p> <ul style="list-style-type: none"> • use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives. <p>Te whakaaro arohaehae mō ngā wā o mua Thinking critically about the past</p> <p><i>Within Aotearoa New Zealand's histories</i></p> <ul style="list-style-type: none"> • make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them. 	<p>Ngā mahinga ohaoha Economic activity</p> <p>Individuals, communities, and societies experience and manage scarcity in different ways and make trade-offs with differing consequences.</p> <p>Do: Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • engage with people in respectful and ethical ways in order to understand their perspectives • analyse and categorise people's values, viewpoints, and perspectives, including my own <p><i>Within Aotearoa New Zealand's histories</i></p> <ul style="list-style-type: none"> • use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions, and that my answers are themselves interpretations. 	<p>critically about the past</p> <ul style="list-style-type: none"> • construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently <p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p> <ul style="list-style-type: none"> • communicate with an audience and purpose in mind • reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated. <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p> <ul style="list-style-type: none"> • identify how language and messaging can be used to inform, to misinform, and to position people alongside particular values and perspectives. 	<p>investigations</p> <ul style="list-style-type: none"> • ask a range of questions that support meaningful investigations into social issues and ideas. <p>Te whakaaro huatau Thinking conceptually</p> <ul style="list-style-type: none"> • make connections between concepts by exploring different contexts. <p>Te tātari whakatau me te whakahaere mahi koringa pāpori Analysing decisions and taking social action</p> <ul style="list-style-type: none"> • generate ideas with others for possible social actions, using a range of decision making processes • justify the social actions I take with others and consider their possible impact, after researching others' actions and decisions • evaluate the outcomes of the actions I take with others and the impact they have had.
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		<ul style="list-style-type: none"> • make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them. 				
PYP	Social organization and culture Skills: c. Orientate in relation to place and time d. Identify roles, rights and responsibilities in society	Human and natural environments Resources and the environment Skills: a. Formulate and ask questions about the past, the future, places and Society b. Use and analyse evidence from a variety of historical, geographical and societal sources e. Assess the accuracy, validity and possible bias of sources	Continuity and change through time Skills: a. Formulate and ask questions about the past, the future, places and Society c. Orientate in relation to place and time	Human systems and economic activities Skills d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources	Social organization and culture Skills: b. Use and analyse evidence from a variety of historical, geographical and societal sources c. Orientate in relation to place and time	Human and natural environments Resources and the environment Skills: a. Formulate and ask questions about the past, the future, places and Society d. Identify roles, rights and responsibilities in society

Health & Physical Education

Year 7 - Health and Physical Education - Curriculum Map

	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
N Z C	<p>L3 NZC Personal Health & Physical Development <u>Personal Growth & Development</u> -Identify factors that affect personal, physical, social & emotional growth & develop skills to manage changes. <u>Personal Identify</u> -Describe how their own feelings, beliefs & actions, & those of other people, contribute to their personal sense of self-worth.</p> <p>Personal Health and Physical Development <u>Regular physical activity</u> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2) <u>Safety management</u> Identify risks and their causes and describe safe practices to manage these. (A3)</p> <p>Movement Concepts & Motor Skills <u>Movement skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1) <u>Positive attitudes</u></p>	<p>L3 NZC Personal Health & Physical Development <u>Regular Physical Activity</u> Maintain regular participation in enjoyable physical activities in a range of environments & describe how these assist in the promotion of wellbeing. <u>Safety Management</u> -Identify risks & their causes & describe safe practices to manage these.</p>	<p>L3 NZC Relationships with Other People <u>Relationships</u> -Identify & compare ways of establishing relationships & managing changing relationships <u>Identify, sensitivity & respect</u> -Identify ways in which people discriminate & ways to act responsibly to support themselves & other people. <u>Interpersonal skills</u> Identify the pressures that can influence interactions with other people & demonstrate basic assertiveness strategies to manage these.</p> <p>Personal Health and Physical Development <u>Regular physical activity</u> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2)</p> <p>Movement Concepts and Motor Skills <u>Movement skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1)</p>	<p>L3 NZC Healthy Communities & Environments <u>People & the environment</u> -Plan & implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p>	<p>L3 NZC Personal Health and Physical Development <u>Regular physical activity</u> * Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2) <u>Safety management</u> * Identify risks and their causes and describe safe practices to manage these. (A3)</p> <p>Movement Concepts & Motor Skills <u>Movement Skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1) <u>Positive Attitudes</u> Develop movement skills in challenging situations and describe how these challenges impact on themselves and others. (B2)</p>	

	<p>Develop movement skills in challenging situations and describe how these challenges impact on themselves and others. (B2)</p> <p>* <u>Science and technology</u></p> <p>Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments. (B3)</p>		<p><u>Challenges & social & cultural factors</u></p> <p>Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience. (B4)</p> <p>Relationships with other people</p> <p><u>Interpersonal skills</u></p> <p>Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. (C3)</p> <p><u>Positive Attitudes</u></p> <p>*Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</p> <p><u>Science & Technology</u></p> <p>*Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.</p> <p><u>Challenges and Social and Cultural Factors</u></p> <p>*Participate in cooperative and competitive activities and describe how cooperation can affect people's behaviour and the quality of the experience.</p>			
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<p>P Y P</p>	<p><u>PSPE</u> Phase 3/4 Conceptual understandings</p> <p><u>Identity</u> 3- A person's identity evolves as a result of many cultural influences. 4-Physical changes people experience at different stages in their lives affect their evolving identities. 3-Understanding ourselves helps us to understand & empathize with others. 3-Self-efficacy influences the way people feel, think & motivate themselves, & behave.</p> <p><u>Active Living</u> 4-There are physical, social & emotional changes associated with puberty.</p>	<p><u>Interactions</u> 4-An effective group can accomplish more than a set of individuals. 3-An effective group capitalises on the strengths of its individual members. 3-Behaviour can be modified by applying deliberate strategies. 4-People are interdependent with & have a custodial responsibility towards the environment in which they live.</p>	<p><u>Identity</u> 4-Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p><u>Interactions</u> 3-Healthy relationships are supported by the development & demonstration of constructive attitudes such as respect, empathy & compassion.</p>	<p><u>Identity</u> 3-Increasing our self-reliance & persisting with tasks independently supports our efforts to be more autonomous.</p> <p><u>Active Living</u> Complexity & style adds aesthetic value to a performance.</p>	<p><u>Identity</u> Communities & societies have their own norms, rules & regulations.</p>	<p><u>Identity</u> 3-Reflecting on the strategies we use to manage change & face challenges helps us to develop new strategies to cope with adversity</p>
<p>M I T E Y</p>	<p><u>Level 2</u> - Listen to others and support their needs and feelings and share my own. - Develop problem-solving strategies for dealing with emotions, challenges and change. - Describe emotions and identify when, how and with whom it is appropriate to share emotions.</p>					

<p><u>Striking a Target</u></p> <p>Skills -Communication -Strategizing -Team work -Follow complex rules & learn specialised positions -Develop positive attitudes around winning and losing</p> <p>Contexts for Learning Striking and fielding</p> <p>Key Areas of Learning: Physical Activity Sports Studies</p> <p>School Co-Curricular Physical Activity House Shield Competition</p> <p>School Co-Curricular Physical Activity Swimming Sports House Shield Competition Year 7 Camps Water Safety Program</p> <p>Zone Sports Softball Tennis Cricket Swimming Orienteering Tag (league)</p>	<p><u>Adventure Based Learning</u></p> <p>Skills -Communication -Co-operation -Problem solving & self management -Leadership skills -Assessing and managing risk -social engagement -resolving conflicts</p> <p>Contexts for Learning Cooperative Games Aquatics Education</p> <p>Key Areas of Learning: Outdoor Education Body Care & Physical Safety</p> <p>School Co-Curricular Physical Activity Swimming Sports House Shield Competition Year 7 Camps Water Safety Program</p> <p>Zone Sports Rugby Union Football Table Tennis Chess Gymnastics Futsal</p>	<p><u>Winter team Sports</u></p> <p>Skills -Combine complex movement skills -recognising strengths -Goal setting -Evaluate and analyse performance</p> <p>Contexts for Learning Invasion Games Winter Sports Skills</p> <p>Key Areas of Learning: Physical Activity Body Care & Physical Safety</p> <p>School Co-Curricular Physical Activity House Shield Competition BBI Road Race</p>	<p><u>Winter team Sports</u></p> <p>Skills -Combine complex movement skills -recognising strengths -Goal setting -Evaluate and analyse performance</p> <p>Contexts for Learning Invasion Games Winter Sports Skills</p> <p>Key Areas of Learning: Physical Activity Body Care & Physical Safety</p> <p>School Co-Curricular Physical Activity House Shield Competition AIMS Games</p> <p>Zone Sports Netball Basketball Cross-Country Rugby League Hockey Trampolining</p>	<p><u>Athletics Skills</u></p> <p>Skills -Attitude and participation -Leadership -Creativity -working cooperatively</p> <p>Contexts for Learning Run, Jump, Throw Creative games Modified games</p> <p>Key Areas of Learning: Physical Activity Sports Studies</p> <p>School Co-Curricular Physical Activity House Shield Competition BBI Athletics Day</p> <p>Zone Sports Athletics Touch Rugby Volleyball</p>	<p><u>Athletics Skills</u></p> <p>Skills -Attitude and participation -Leadership -Creativity -working cooperatively</p> <p>Contexts for Learning Run, Jump, Throw Creative games Modified games</p> <p>Key Areas of Learning: Physical Activity Sports Studies</p> <p>School Co-Curricular Physical Activity House Shield Competition BBI Athletics Day</p> <p>Zone Sports Athletics Touch Rugby Volleyball</p>
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Year 8 - Health and Physical Education - Curriculum Map

	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
N Z C	<p>L3 NZC LEVEL 3/4 Personal Health and Physical Development <u>Regular Physical Activity</u> Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being. (A2- L4) * <u>Personal identity</u> Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth. (A4 - L3) Positive Attitudes Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities. (B2 - L4) Relationships with Other People <u>Relationships</u> Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. (C1 - L4) <u>Identity, sensitivity, and respect</u> Recognise instances of discrimination and act responsibly to support their own rights and feelings and</p>	<p>L3 NZC Personal Health and Physical Development <u>Regular physical activity</u> * Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2) <u>Safety management</u> * Identify risks and their causes and describe safe practices to manage these. (A3) Movement Concepts & Motor Skills <u>Movement Skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1) <u>Positive Attitudes</u> Develop movement skills in challenging situations and describe how these challenges impact on themselves and others. (B2) L4 NZC Healthy Communities & Environments <u>Community resources</u> Investigate &/or access a range of community resources that support wellbeing & evaluate the contribution made by each to the wellbeing of community members.</p>	<p>L3 NZC Personal Health and Physical Development <u>Regular physical activity</u> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2) <u>Safety management</u> Identify risks and their causes and describe safe practices to manage these. (A3) Movement Concepts & Motor Skills <u>Movement skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1) <u>Positive attitudes</u> Develop movement skills in challenging situations and describe how these challenges impact on themselves and others. (B2) * <u>Science and technology</u> Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments. (B3) L4 NZC Movement Concepts & Motor Skills <u>Challenges & social & cultural factors</u> Participate in & demonstrate an understanding of how social &</p>	<p>L3 NZC Personal Health and Physical Development <u>Regular physical activity</u> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2) Movement Concepts and Motor Skills <u>Movement skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1) <u>Challenges & social & cultural factors</u> Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience. (B4) Relationships with other people <u>Interpersonal Skills</u> Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. (C3) L4 NZC Personal Health & Physical Development <u>Safety Management</u> Access & use information to make & action safe choices in a range of contexts.</p>	<p>L4 NZC Movement Concepts & Motor Skills <u>Positive attitudes</u> Demonstrate willingness to accept challenges, learn new skills & strategies, & extend their abilities in movement-related activities.</p>	<p>L3 NZC Personal Health and Physical Development <u>Regular physical activity</u> Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being. (A2) Movement Concepts and Motor Skills <u>Movement skills</u> Develop more complex movement sequences and strategies in a range of situations. (B1) <u>Challenges & social & cultural factors</u> Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience. (B4) Relationships with other people Interpersonal skills Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these. (C3) L4 NZC Healthy Communities & Environments <u>Societal attitudes & values</u></p>

	<p>those of other people. (C2 - L4)</p> <p><u>Interpersonal skills</u> Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people. (C3 - L4)</p> <p>L4 NZC Personal Health & Physical Development <u>Personal Growth & Development</u> Describe the characteristics of pubertal change & discuss positive adjustment strategies. <u>Personal Identify</u> Describe how social messages & stereotypes, including those in the media, can affect feelings of self-worth.</p>		<p>cultural practices are expressed through movement.</p> <p>L4 NZC Relationships with Other People <u>Relationships</u> Identify the effects of changing situations, roles, & responsibilities on relationships & describe appropriate responses.</p>	<p>Relationships with Other People <u>Identity, sensitivity, & respect</u> Recognise instances of discrimination & act responsibly to support their own rights & feelings & those of other people.</p>		<p>Investigate & describe lifestyle factors & media influences that contribute to the wellbeing of people in NZ. <u>Rights, responsibilities, & laws; People & the environment</u> Specify individual responsibilities & take collective action for the care & safety of other people in their school & in the wider community.</p>
M I T E Y	<p>Level 3 - Identify factors that affect my wellbeing, describe my personal characteristics, and develop skills to manage changes that support my wellbeing. - Support others in my class room and in the school in times of discrimination.</p>					
P Y P	<p>Phase 4 Conceptual under-Standings <u>Identity</u> -Many different and conflicting cultures influence identity formation. -The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.</p>	<p>Phase 4 Conceptual under-Standings <u>Active Living</u> -Setting personal goals and developing plans to achieve these goals can enhance performance. -Appropriate application of skills is vital to effective performance.</p>	<p>Phase 4 Conceptual under-Standings <u>Identity</u> -Being emotionally aware helps us to manage relationships and support each other.</p>	<p>Phase 4 Conceptual under-Standings</p>	<p>Phase 4 Conceptual under-Standings <u>Active Living</u> -Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.</p>	<p>Phase 4 Conceptual under-Standings <u>Interactions</u> -Individuals can extend & challenge their current understanding by engaging with the ideas and perspectives of others. -An individual can experience both intrinsic satisfaction and</p>

<p>-A strong sense of self-efficacy enhances human accomplishments and personal well-being. -Coping with situations of change, challenge and adversity develops our resilience.</p>					<p>personal growth from interactions.</p>
<p><u>Adventure Based Learning</u></p> <p>Skills -Communication -Co-operation -Problem solving & self management -Leadership skills -Assessing and managing risk -social engagement -resolving conflicts</p> <p>Contexts for Learning Cooperative Games Aquatics Education</p> <p>Key Areas of Learning: Outdoor Education Body Care & Physical Safety</p> <p>School Co-Curricular Physical Activity Swimming Sports House Shield Competition Year 7 Camps Water Safety Program</p> <p>Zone Sports Softball Tennis Cricket Swimming Orienteering Tag (league)</p>	<p><u>Striking a Target</u></p> <p>Skills -Communication -Strategizing -Team work -Follow complex rules & learn specialised positions -Develop positive attitudes around winning and losing</p> <p>Contexts for Learning Striking and fielding</p> <p>Key Areas of Learning: Physical Activity Sports Studies</p> <p>School Co-Curricular Physical Activity House Shield Competition</p> <p>Zone Sports Rugby Union Football Table Tennis Chess Gymnastics Futsal</p>	<p><u>Winter team Sports</u></p> <p>Skills -Combine complex movement skills -recognising strengths -Goal setting -Evaluate and analyse performance</p> <p>Contexts for Learning Invasion Games Winter Sports Skills</p> <p>Key Areas of Learning: Physical Activity Body Care & Physical Safety School Co-Curricular Physical Activity House Shield Competition AIMS Games</p> <p>Zone Sports Netball Basketball Cross-Country Rugby League Hockey Trampolining</p>	<p><u>Winter team Sports</u></p> <p>Skills -Combine complex movement skills -recognising strengths -Goal setting -Evaluate and analyse performance</p> <p>Contexts for Learning Invasion Games Winter Sports Skills</p> <p>Key Areas of Learning: Physical Activity Body Care & Physical Safety School Co-Curricular Physical Activity House Shield Competition BBI Road Race</p>	<p><u>Athletics Skills</u></p> <p>Skills -Attitude and participation -Leadership -Creativity -working cooperatively</p> <p>Contexts for Learning Run, Jump, Throw Creative games Modified games Key Areas of Learning: Physical Activity Sports Studies</p> <p>School Co-Curricular Physical Activity House Shield Competition BBI Athletics Day</p> <p>Zone Sports Athletics Touch Rugby Volleyball</p>	<p><u>Athletics Skills</u></p> <p>Skills -Attitude and participation -Leadership -Creativity -working cooperatively</p> <p>Contexts for Learning Run, Jump, Throw Creative games Modified games Key Areas of Learning: Physical Activity Sports Studies</p> <p>School Co-Curricular Physical Activity House Shield Competition BBI Athletics Day</p> <p>Zone Sports Athletics Touch Rugby Volleyball</p>

The Arts

Year 7 - The Arts - Curriculum Map

		Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
N Z C	Visual Art	<p>Level 3 Strand - Practical Knowledge</p> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. <p>Related Projects</p> <ul style="list-style-type: none"> Using a range of media to create artworks Using key compositional rules when composing artworks Applying core skills when sketching HWEO central idea inspired artworks using a range of media and key processes 					
	Music	<p>Level 3 Developing Ideas (DI)</p> <ul style="list-style-type: none"> Express and shape musical ideas, using musical elements, instruments and technologies in response to sources of motivation. Represent sound and musical ideas in a variety of ways. <p>Level 4 Developing Ideas (DI)</p> <ul style="list-style-type: none"> Express, develop and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation Represent sound and musical ideas in a variety of ways 					
	Media	<p>Level 3</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Use techniques and relevant technologies to explore drama elements and conventions Initiate and develop ideas with others to create drama. Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work. 					
P Y P	Visual Art	<p>Phase 3: <i>Learners:</i></p> <ul style="list-style-type: none"> Compare, contrast and categorise artworks from a range of cultures, places and times. <p>Phase 4: <i>Learners:</i></p> <ul style="list-style-type: none"> Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities. 					

	Music	Phase 1/2: <i>Learners:</i> <ul style="list-style-type: none">- Present, in small groups, innovative musical performances on a selected issue.- Play untuned percussion instruments in time with a beat.- Participate in performing and creating music both individually and collectively.- Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.
	Media	Phase 4: <i>Learners:</i> <ul style="list-style-type: none">- Recognise and explore some of the different roles in theatre.- Use responses to drama to adapt and improve work, considering the initial intention.

Year 8 - The Arts - Curriculum Map

		Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
N Z C	Visual Art	<p>Level 4 Developing practical knowledge - Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p> <p>Level 5 Developing practical knowledge - Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.</p>					
	Music	<p>Level 3 Communicating and Interpreting (CI) -Prepare and present brief performances of music, using performance skills and techniques. -Respond to and reflect on live and recorded music.</p> <p>Level 4 Communicating and Interpreting (CI) -Prepare, rehearse and present performance of music, using performance skills and techniques. -Reflect on the expressive qualities of their own and others' music, both live and recorded</p>					
	Media (Film)	<p>Level 4 <i>Students will:</i></p> <ul style="list-style-type: none"> - Select and use techniques and relevant technologies to develop drama practice. - Initiate and refine ideas with others to plan and develop drama. - Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work. 					
P Y P	Visual Art	<p>Phase 4: <i>Learners:</i></p> <ul style="list-style-type: none"> - Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities. - Reflect on the factors that influence personal reactions to artwork. 					
	Music	<p>Phase 1/2: <i>Learners:</i></p> <ul style="list-style-type: none"> - Present, in small groups, innovative musical performances on a selected issue. - Play untuned percussion instruments in time with a beat. - Participate in performing and creating music both individually and collectively. - Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings. 					
	Media	<p>Phase 4: <i>Learners:</i></p> <ul style="list-style-type: none"> - Recognise and explore some of the different roles in theatre. - Use responses to drama to adapt and improve work, considering the initial intention. 					

Technology

Year 7 - Technology - Curriculum Map

		Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
N Z C	Hard Materials	<p>Level 3 Strand - Outcome Development and Evaluation -Students investigate a context to develop ideas for potential outcomes. -Students produce an outcome that addresses the brief.</p> <p>Level 4 Strand - Outcome Development and Evaluation Students investigate a context (for example - <u>diversity and migration</u>) to develop feasible outcomes that align with the key specifications and stakeholder feedback.</p>	<p>Level 3 Strand- Brief Development Students identify a need or opportunity from the given context and issue in relation to nature and/or the environment</p> <p>Level 4 Strand- Brief Development Students identify a need or opportunity from the given context and issue in relation to nature and/or the environment</p>	<p>Level 3 Strand - Technological Products Students will understand the relationship between the materials used and their performance properties in technological products</p> <p>Level 4 Strand - Technological Products Students will understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product</p> <ul style="list-style-type: none"> - Vacuum forming and 3D printing fits into this scope and sequence really well 	<p>Level 3 Strand - Outcome Development and Evaluation -Students investigate a context to develop ideas for potential outcomes. -Students produce an outcome that addresses the brief.</p> <p>Level 4 Strand - Outcome Development and Evaluation Students investigate a context (for example - <u>diversity and migration</u>) to develop feasible outcomes that align with the key specifications and stakeholder feedback.</p>	<p>Level 3 Strand - Planning for Practice</p> <p>Level 4 Strand - Planning for Practice Students will use planning tools to manage time, identify and record key stages, associated resources, with progress review points clearly indicated.</p> <ul style="list-style-type: none"> - Creating a "Sequence of Operation" page in the students workbooks helps students to work through their learning journey in an organised and easy to follow system. 	<p>Level 3 Strand - Technological Systems</p> <p>Level 4 Strand - Technological Systems Students will communicate using specialised language and drawings that meet the specifications</p> <p>This links really well with my electronic projects where students have to draw circuit diagrams and label the components with their correct universal symbols.</p>
	Food Technology	<p>Level 3 Students will: Planning for practice: Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.</p> <p>Brief development Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.</p> <p>Outcome development and evaluation:</p>					

		<p>Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.</p> <p>Level 4: Students will: Planning for practice: Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</p> <p>Brief development: Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.</p> <p>Outcome development and evaluation: Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.</p>
	<p>Design and Textiles</p>	<p>Level 3 Students will: Planning for practice: Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.</p> <p>Level 4: Students will: Planning for practice: Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</p>

Year 8 - Technology - Curriculum Map

		Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
N Z C	Hard Materials	<p>Level 4 Strand - Outcome Development and Evaluation Students investigate a context (for example - <u>diversity and migration</u>) to develop feasible outcomes that align with the key specifications and stakeholder feedback.</p> <p>Level 5 Strand - Outcome Development and Evaluation Students generate design ideas that are informed by research and analysis of existing outcomes</p>	<p>Level 4 Strand - Technological Systems Students will communicate using specialised language and drawings that meet the specifications</p> <p>This links really well with my electronic projects where students have to draw circuit diagrams and label the components with their correct universal symbols.</p> <p>Level 5 Strand - Technological Systems Students will communicate using specialised language and drawings that meet the need/opportunity, specifications and stakeholder feedback</p>	<p>Level 4 Strand - Technological Products Students will understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product</p> <p>- Vacuum forming and 3D printing fits into this scope and sequence really well</p> <p>Level 5 Strand - Technological Products Students discuss examples to illustrate how the composition of materials determines performance properties.</p>	<p>Level 4 Strand - Planning for Practice Students will use planning tools to manage time, identify and record key stages, associated resources, with progress review points clearly indicated.</p> <p>- Creating a "Sequence of Operation" page in the students workbooks helps students to work through their learning journey in an organised and easy to follow system.</p> <p>Level 5 Planning for Practice Students will use planning tools to inform the selection of tools best suited for their use to plan and monitor progress and record key decisions.</p>	<p>Level 4 Strand - Outcome Development and Evaluation Students investigate a context (for example - <u>diversity and migration</u>) to develop feasible outcomes that align with the key specifications and stakeholder feedback.</p> <p>Level 5 Strand - Outcome Development and Evaluation Students generate design ideas that are informed by research and analysis of existing outcomes</p>	<p>Level 4 Strand- Brief Development Students identify a need or opportunity from the given context and issue in relation to nature and/or the environment</p> <p>Level 5 Strand- Brief Development Students establish the specifications of an outcome based on the nature of the outcome required to address the need or opportunity.</p>
	Food Technology	<p>Level 4: Students will: Planning for practice: Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</p> <p>Brief development: Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.</p> <p>Outcome development and evaluation: Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best</p>					

		<p>addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome’s fitness for purpose in terms of how well it addresses the need or opportunity.</p> <p>Level 5: Students will: Planning for practice: Analyse their own and others’ planning practices to inform the selection and use of planning tools. Use these to support and justify planning decisions (including those relating to the management of resources) that will see the development of an outcome through to completion.</p> <p>Brief development: Justify the nature of an intended outcome in relation to the need or opportunity. Describe specifications that reflect key stakeholder feedback and that will inform the development of an outcome and its evaluation.</p> <p>Outcome development and evaluation: Analyse their own and others’ outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing functional modelling and evaluation that takes account of key stakeholder feedback and trialling in the physical and social environments. Use the information gained to select and develop the outcome that best addresses the specifications. Evaluate the final outcome’s fitness for purpose against the brief.</p>
	Design and Textiles	<p>Strand - Outcome development and evaluation</p> <p>Level 3 Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.</p> <p>Level 4 Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome’s fitness for purpose in terms of how well it addresses the need or opportunity.</p> <p>Level 5 Analyse their own and others’ outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing functional modelling and evaluation that takes account of key stakeholder feedback and trialling in the physical and social environments. Use the information gained to select and develop the outcome that best addresses the specifications. Evaluate the final outcome’s fitness for purpose against the brief.</p>
PYP	PYP	<ul style="list-style-type: none"> - Technology is included in the NZ curriculum, hence it is taught explicitly at BBI. We follow the Design Process through a brief in response to needs and opportunities of key stakeholders - this aligns well with the IB inquiry process. Learning connects directly with the unit of inquiry currently being taught in the classroom.

Te Reo Māori - Learning Languages

Year 7 - Te Ao Māori (Worldview) & Tīkanga Māori (Culture) - Curriculum Map

	Who we are	Sharing the planet	Where we are in place and time	How we express ourselves	How we organise ourselves	How the world works
Content	Pepeha Colours Feelings Favourites Hauora	Unpack Kaitiakitanga Animals Trees (whānau trees)	NZ History Research Project Polynesian Migration & Navigation Land of Voyagers Polynesian Panthers / Dawn Raids Treaty of Waitangi	Matariki Tiki/Koru designs Whakatauki Haka Myths & Legends Poi Waiata Colours Rakau games	Rakau Games Māori business- people / pioneers / innovators	Māori innovation & technology.
NZC	Language Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Recognise that the target language is organised in particular ways. Make connections with their own language(s). 	Communication <i>In selected linguistic and sociocultural contexts, students will:</i> <u>Participating and contributing in communities</u> <ul style="list-style-type: none"> Show social awareness when interacting with others. 	Cultural Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Recognise that the target culture(s) is (are) organised in particular ways. 	Communication <i>In selected linguistic and sociocultural contexts, students will:</i> <u>Selecting and using language, symbols, and texts to communicate</u> Receive and produce information.	Cultural Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Recognise that the target culture(s) is (are) organised in particular ways. 	Cultural Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Make connections with known culture(s).

*Te reo Māori, where possible will be integrated into the Units of Inquiry/Programme of Inquiry

By the end of Term 1 in Year 7, our aim for students is to be able introduce themselves in Te reo.

By the end of Term 3 in Year 7, our aim for students is to have an understanding of basic phases to ask and respond to feelings and answer questions.

Year 8 - Te Ao Māori (Worldview) & Tīkanga Māori (Culture) - Curriculum Map

	Who we are	How the world works	Where we are in place and time	How we organise ourselves	How we express ourselves	Sharing the planet
Content	Pepeha and presentations Health- hauora Body Parts Myths & Legends Manākitanga Moko (art & significance)	Making Rēwana Bread Hāngi Cooking	NZ Wars Māori Battalion Commemorating the dead (matariki star pōhutukawa)	Māori Flag origin Māori kings / queens Parihaka Te Tiriti o Waitangi Roles on the marae	Māori artists Carvings Korowai cloaks Ponumu designs Weaving Kowhaiwhai Kapa Haka	Kaitiakitanga - roles, and responsibilities
NZC	Language Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Recognise that the target language is organised in particular ways. Make connections with their own language(s). 	Communication <i>In selected linguistic and sociocultural contexts, students will:</i> <u>Participating and contributing in communities</u> <ul style="list-style-type: none"> Show social awareness when interacting with others. 	Communication <i>In selected linguistic and sociocultural contexts, students will:</i> <u>Selecting and using language, symbols, and texts to communicate</u> <ul style="list-style-type: none"> Receive and produce information. 	Cultural Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Make connections with known culture(s). 	Communication <i>In selected linguistic and sociocultural contexts, students will:</i> <u>Managing self and relating to others</u> <ul style="list-style-type: none"> Produce and respond to questions and requests. 	Cultural Knowledge <i>Students will:</i> <ul style="list-style-type: none"> Recognise that the target culture(s) is (are) organised in particular ways.

*Te reo Māori, where possible will be integrated into the Units of Inquiry/Programme of Inquiry

By the end of Term 1 in Year 8, our aim for students is to be able introduce themselves and share a basic pepeha in Te reo.

By the end of Term 3 in Year 8, our aim for students is to have a basic understanding of history of Te reo, Tīkanga and Te Ao Māori.