

A Curriculum Contextualised for Ponsonby Primary

Learning the Ponsonby Way

Learners at Ponsonby Primary are Pegasus Fliers.
Pegasus Fliers care about other people in the world and they care about themselves.
They love learning. They challenge themselves to be the best they can be. They never
give up.

Pegasus Fliers are STEADFAST and TRUE
Kia u, Kia Pono

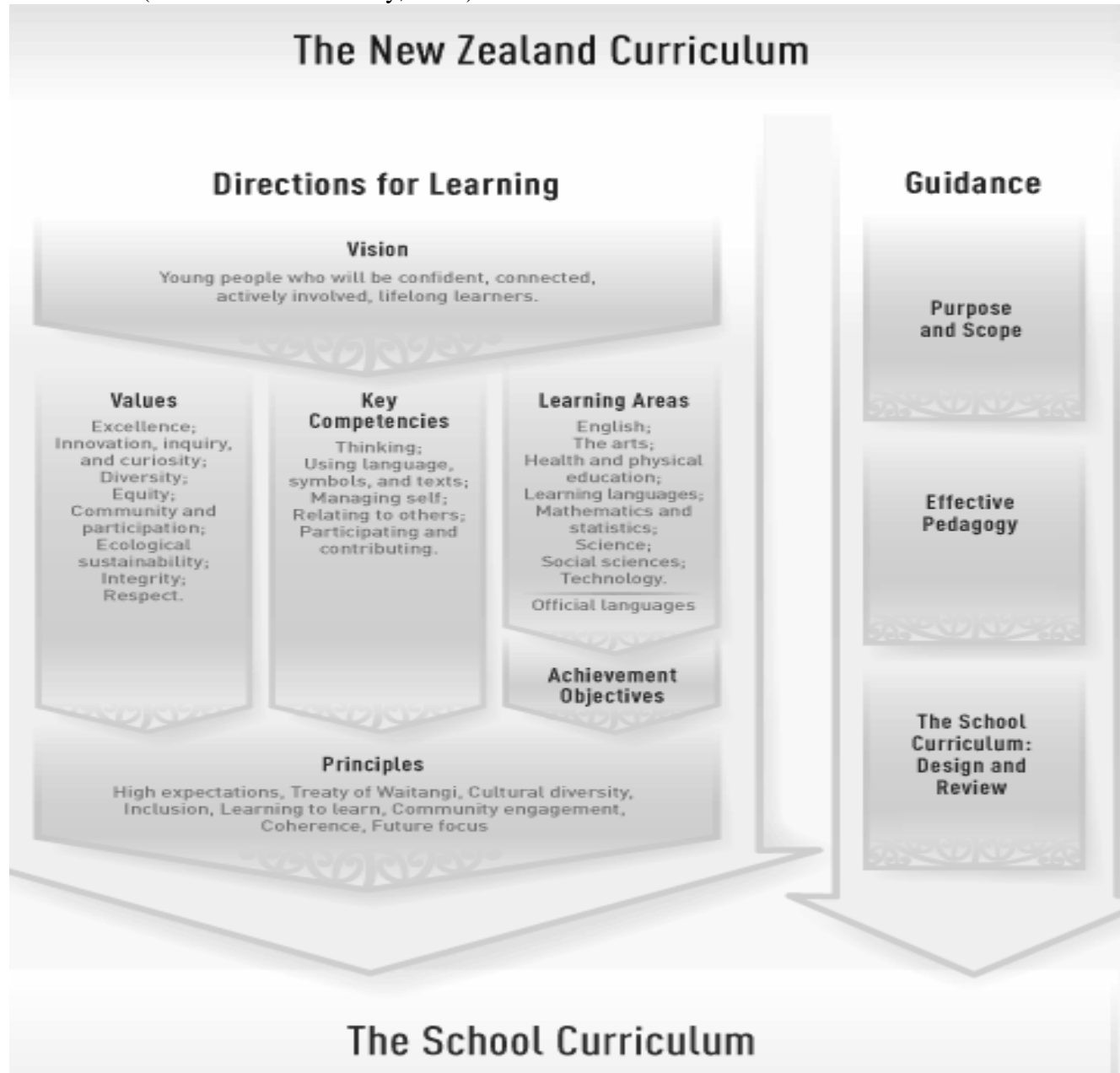


Due to be implemented from January 2010

Ponsonby Primary School Curriculum for Full Implementation 2010

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13. Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

The New Zealand Curriculum's principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum. (Gazetted: 4th February, 2008)



The Ponsonby Primary School Curriculum design should allow teachers the scope to make interpretations in response to the particular needs, interests, and talents of individuals and groups of students in their classes. It involves considering the specific needs of the community in educating their children.

Consultation Statement

Over 2008, the families, staff and students of Ponsonby Primary defined the school's purpose. They determined the values and competencies specific to the school's context. The following statements from the families and staff are integral in supporting both the vision and values of the school.

Purpose of the school

Family

To help kids learn and to think.
A place for making new friends and learning how to socialise .
Build skills and knowledge for the future and to enable us to live in our world.
To ensure children develop strong numeracy and literacy skills.
To help children receive a well-rounded in their education.
To create an environment which encourages safe & positive learning opportunities

Teachers

To educate children through four strands: knowledge, skills, social values and creativity.
To ensure every child is given a positive start to learning.
To give opportunities for children to realise their potential.

What should teachers be responsible for/ be like for the students at Ponsonby Primary

Family

Creating safe and positive learning and classroom environments.
To motivate, encourage and inspire children in their learning.
To teach children how to get along with others in particular to be able to work in groups.
To provide learning that helps children reach their potential and possibly beyond.
To reinforce moral standards from home and give social guidance.
To challenge children's thinking.
To ensure learning has a fun side to it.
To help children find and grow their talents

Teachers

They need to impart a love of learning.
They need to build strong relationships with children; teachers who really care.
We want our teachers to be strong communicators.
We want teachers who can deliver the curriculum knowledgably.

What the family is responsible for.

Family

Love encouragement and commitment to care.
Building strong positive morals & values in their children.
Teach children good behaviour, manners and basic respect.
Create families/homes that are safe, happy and supportive places

Teachers

The moral education of children.
Bringing up children with core values, love and care.
Nurturing children and fostering their talents.

The values our community believes in:

Respect; Trustworthiness; Empathy; Doing your best

New Zealand Curriculum VISION

Children in New Zealand will be creative energetic and enterprising. They will be given opportunities. They are required to recognise and accept cultural diversity. They need to be equipped to live full and satisfying lives

Ponsonby Primary VISION

Students at Ponsonby Primary will be educated to meet the NZ curriculum and also be **Steadfast and True**. They will encouraged to value themselves and build their capacity as **Pegasus Fliers**.

Confident

This means learning needs to help them become:

Positive in their own identity
Motivated and reliable
Resourceful
Entrepreneurial
Resilient

Connected

This means learning needs to help them:

Relate well with others
Use communication tools effectively
Be members of communities
International citizens

Actively Involved

This means learning needs to help them become:

Participants in a range of life contexts
Contributors to the well being of New Zealand

Lifelong Learners

This means learning needs to help them become:

Literate and numerate
Critical and creative thinkers
Active seekers and users of knowledge

A Ponsonby learner is a Pegasus Flier. Students are involved in their learning.

Each student by the time they leave Ponsonby Primary in year 6 student as a result of their time there will be expected to be what the NZ curriculum strives for but also what the community values. They will:

- Be Creative
- Be Confident
- Be Forward thinking
- Understand how to get on with others

**They will believe in themselves.
They will know what it means to challenge their own thinking and respect differences.**

The school community supports developing students committed to personal excellence and self discipline. Every child will be encouraged to be a self directed learner both through the home and school.

Learning does not just happen at school. Ponsonby learners learn through family, school and community involvement.

The big vision is that students from Ponsonby Primary will become lifelong learners with a passion for new understanding and personal development. They will be Steadfast and True.

New Zealand Curriculum VALUES

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Ponsonby Primary VALUES

Our values act as a guide to the behaviour and actions our community and families desire in good citizens.

The NZ Curriculum's values **should be evident** in the school's philosophy, structures, curriculum, classrooms, and relationships. Each Board **must develop and implement a curriculum in which the values are encouraged and explored by the students.** (Page 44 NZ Curriculum)

Students will be encouraged to value:

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically

and to **respect** themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community.

The core values acknowledged by the parents, children and staff of the school (in 2008) included all the elements of the New Zealand Curriculum.

However, the 4 most important values for the children and Ponsonby Primary to focus on were identified as:

RESPECT

Children need to respect themselves, others and their environment. Care about what makes each person different. Care about our world's future. Be a good friend.

TRUSTWORTHINESS

Children need to understand what it means to be honest and have integrity. They need to understand what it means to be just and fair.

EMPATHY

Children need to act with people in ways that make them feel valued and cared for. Graciousness and politeness are integral to being empathetic.

PERSONAL BESTS

Children need to try hard at school. They need to develop persistence and independence and organisational skills. They need to want to do well and be appreciated for their efforts.

The New Zealand Curriculum PRINCIPLES

Ponsonby Primary School Curriculum PRINCIPLES

Each Board of trustees through the principal and staff is required to develop and implement a curriculum underpinned by the principles of the New Zealand Curriculum (Pg. 44 NZ Curriculum)

All curriculum should be consistent with these eight statements:

High expectations :

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence

The curriculum makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future focus

Exploration of such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Ponsonby Primary School's principles align with the New Zealand Curriculum.

EXCELLENCE

Teachers, children and parents believe in excellence. The school uses formative assessment practices to move children to the next steps in their learning. Learning to learn is paramount and a school priority.

The culture of the school is one where excellence in all things is encouraged and valued.

TREATY OF WAITANGI

All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background. The special place of Maori in the community is recognised and valued through Kapa Haka, Maori language inclusiveness and cultural EOTC involvement. The school encompasses the notion of inclusiveness.

RECOGNITION OF LEARNING NEEDS

Each child is treated as an individual with their own needs. The school has a strong intervention and gifted and talented programmes. Within each classroom differentiation according to need is the norm.

COMMUNITY

ERO made this comment in 2002. "The school is like a country school in the city. Every family is valued and connected with the school and the children's learning to the degree to which they choose to be involved and informed."

The New Zealand Curriculum

COMPETENCIES

Ponsonby Primary School Curriculum

COMPETENCIES

Legal responsibility is for each Board of trustees through the principal and staff to develop and implement a curriculum that supports students to develop the key competencies.(pg 44 NZ Curriculum).

The New Zealand Curriculum identifies five key competencies:

thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.

using language, symbols, and texts

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.

managing self

Students who manage themselves are enterprising, resourceful, reliable, and resilient

relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts.

participating and contributing.

This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. .

The Pegasus Flier identifies students at Ponsonby growing these competencies. Students are expected to:

Participate and Contribute- Whai wahi atu

Students participate and contribute by:

being involved, taking on leadership.

Giving things a go then sticking to them.

Working cooperatively.

Listening to others.

Communicate- Korero

Students communicate through languages , symbols and texts.

Students use communication in all its forms: movement, voice,

text, ICTs, to communicate ideas and thoughts to others. They

will develop an understanding of how to interpret others' ideas.

Manage Self - Pono

Students management of self involves:

learning independence, being organised, honesty

Self care and self discipline.

Showing loyalty and friendship.

Trying their hardest and value of self

Children need to understand how to speak and act calmly when

they are annoyed. They need to do what is expected without

being watched. They need to learn timeliness and structure in

their lives.

Develop their Creativity-Auaha

Students develop their creativity through:

developing their original ideas. Using imagination and

innovations. Using literacies, the arts and thinking to make,

shape, and create something original.

Be open to Learning-Ako

Students learn through:

being reflective, setting goals, building my thinking skills.

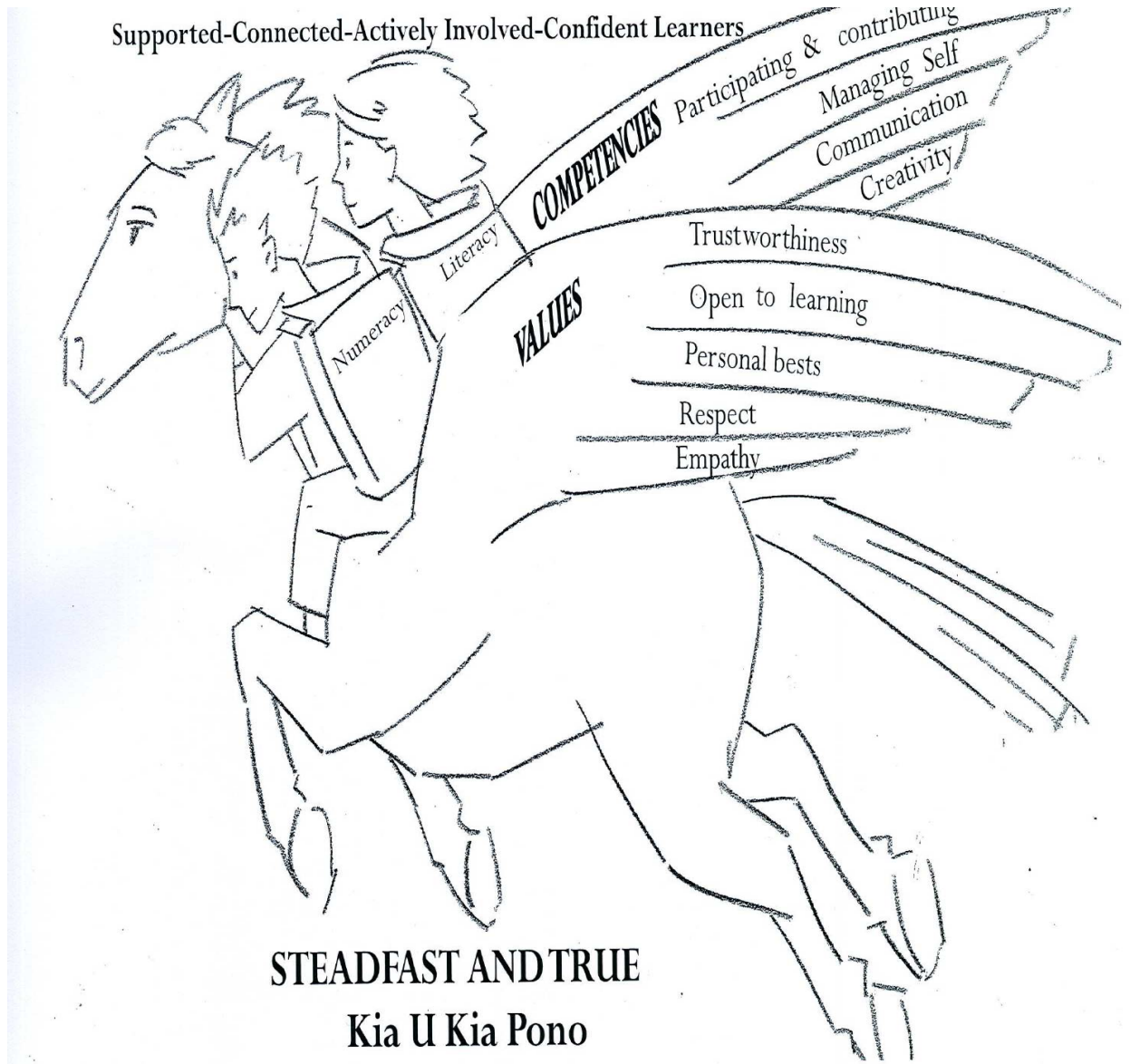
Problem solving and forward thinking strategies.

Being encouraged to be risk takers and to challenge themselves.

Taking responsibility for own learning

A PEGASUS FLIER

Supported-Connected-Actively Involved-Confident Learners



**A Pegasus Flier aims to do their best.
A Pegasus Flier strives for excellence.**

THE NEW ZEALAND CURRICULUM Pedagogy

PONSONBY PRIMARY SCHOOL CURRICULUM Pedagogy

Research and practice tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship.

The teachers at Ponsonby Primary support children:

**Learning to know
Learning to do
Learning to be
And determining how we know.**

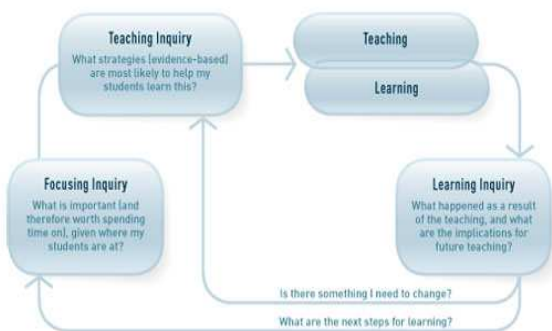
The collective belief (staff mtg.3.6.08) is that learning needs to take place in authentic contexts. It needs to provide a sense of excitement and sometimes fun. It needs to challenge students. It also needs to be well articulated as to why students are learning. Students need to know how well they are doing with their learning and what their next steps should be.

Louise Stoll refers to ‘Learnacy.’
The ability to function wisely and with civility in a fast-paced and unpredictable world.

Learning at Ponsonby Primary is based on the premise that learning will:

- Inquiry based
- Use a taxonomy that ensures learner’s thinking levels are differentiated.
- Based on a parallel curriculum model provides for task differentiation and connectedness for all students. That there is a core learning requirement but also learning that challenges students.
- Reflective

Teaching as Inquiry



Teaching, Planning, Assessment and Resourcing at at Ponsonby Primary

Planning

Planning is relevant to the class or students in a group and individuals. It involves school wide annual overviews. The three syndicates develop in their teams, year overviews, term overviews, curriculum learning plans and individual education plans. The class room teachers are then responsible for their day to day planning.

Teachers individually and collectively analyse data and evaluate units of work. This evaluative process informs future planning.

Teaching Methodology

There are a range of teaching, learning styles and approaches to meet the children's needs:

Individual

Small groups

Whole class/ across school

School wide

Each teacher differentiates the learning to meet student needs based on:

Academic and physical abilities

Social capability, and

Cultural diversity.

All teaching is child centred and follows the protocols of Assessment for Learning which includes:

Goal setting and identifying learning steps

Reflection

Conversations about the learning process

Co- construction by children (supported by teachers) setting their goals and next learning progressions.

Learning Approaches

All learning is child centred.

Teachers use a range of strategies that are aligned with:

- The New Zealand Curriculum
- Ponsonby Primary Curricula

Learning is flexible. Improvement is based on research and evidence.

Learning is authentic and relevant to needs, year level, school and community.

Learning provides both challenge and enjoyment.

The school acknowledges and utilises the strengths and capabilities of individual teachers. The school acknowledges and utilises the strengths and capabilities of the students.

Assessment For Learning (The school is an AFL school)

Assessment informs the teaching and learning programmes.

Assessment tools are selected on the basis that they are useful, relevant and provide valid information.

Assessment data supports children understanding the 'where to next steps' in their learning.

Teachers use assessment data and experiences to initiate conversations about each child's own learning.

Assessment data provides parents, students, teachers and the Board with school wide trends, individual learning pathways and for identifying students' needs.

Formative assessment (informing data) is the method of assessment used by all teaching staff in their day to day practices.

Annually summative data (end point data) is collated and reported.

School wide learning Charter targets evolve from the assessment data collected over a year.

Resourcing For Learning

The school has an ongoing commitment to ensuring that sufficient investment is made to build current, quality and pertinent resources across all curriculum areas.

A priority area is the provision of info communication tools to support 21st century learners.

Reporting to Parents

Children's portfolios are sent home twice annually to showcase children's work. The portfolio provides parents with a range of learning snapshots through different samples. Tests, pre and post assessment data, children's assessment and peer assessment are all part of the presentation of learning.

The school uses three way conferences twice a year for students and teachers to describe a child's formative stages and next step learning.

The school newsletter reports the school wide trends as reported to the Board of Trustees.

An annualised summative snapshot of learning is written to portray children's learning against the New Zealand National Standards.

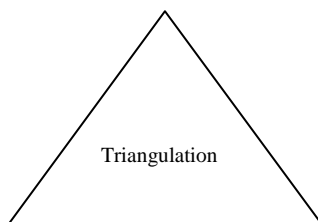
The school uses a range of data to assess children's learning

Normed data

EAsTTle; PAT

6yr net

ARBs



Student evidence:

Probe, running records, star tests,

Book work, Portfolios., Gloss

Pupil voice- children are expected to

articulate their learning. Teachers

must consult with children around

learning needs.

Professional Judgement

School Wide Intervention Philosophy

Ponsonby Primary will identify children's strengths and learning needs so that the most appropriate help can be put in place. We use assessments and teachers analysis of data to support our intervention programmes. We work alongside outside agencies ensuring that our children receive the specialised help they may require.

We believe that learners who have been identified as requiring intervention need a structured multi sensory approach that is tailored to a child's particular needs.

Gifted and Talented Identification and Learning Philosophy

The New Zealand National Administration Guideline number 1 states:

Each board through the principal and staff, is required to foster student achievement by providing teaching and learning programmes and assessment practices that incorporate the NZ Curriculum.

The expectation is for schools to provide opportunities for students to realise their full potential. Schools under this legislation are required to meet and show that the needs of gifted and talented learners are being met.

Thus, Ponsonby Primary's commitment to provide resourcing and programmes for this band of recognised learners at Ponsonby Primary. Within the NZ Curriculum Framework, students' talents are recognised, affirmed with the aim of experiencing a curriculum that engages and challenges learners to achieve personal excellence.

School-wide Enrichment Philosophy

The school believes in the importance of providing challenging, creative, and varied enrichment opportunities for all the children. These enrichment opportunities develop the whole child and give them passions that last for their whole life.

Teacher's skill, passion and expertise are recognised and staff at Ponsonby primary are encouraged to provide enrichment opportunities for children in a range of curriculum or cultural areas. As part of the school philosophy all children with Maori or Pacific Island heritages have automatic rights to the Kapa Haka cultural group.

The school recognises the importance of outside expertise in providing quality enrichment tuition and allows them to work collaboratively in the school.

THE NEW ZEALAND CURRICULUM Learning Areas

NZ Curriculum **LINKS TO** **The Ponsonby Primary School Curriculum**



Each board of trustees, through the principal and staff, is required to provide all students in years 1–6 with effectively taught programmes of learning in 6 key areas:

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated. The school also recognises the two other official languages of Maori and sign language.

These New Zealand Curriculum statements provides broad learning expectations for school curriculum development.

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

Not compulsory in Year 1 to 6 but: In **learning languages**, when the school can access a resource eg Japanese teacher, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

PONSONBY PRIMARY SCHOOL CURRICULUM Learning Areas

The Ponsonby Primary School curriculum is based on the premise that every child after 6 years of learning at Ponsonby Primary will have built up significant knowledge and subject matter. They will have explored and developed understanding of some powerful ideas which have relevance across disciplines. They will be expected to have developed positive learning attitudes and skills that help them to be successful in a changing and challenging world.

Across the learning areas the Ponsonby Curriculum expects:-

In Mathematics and Statistics students should be able to articulate the relationships between numbers, shapes and patterns. They need to be both numerate and a problem solver. Each student needs to be able to manipulate number, data, shape and measurements and use a range of strategies to calculate.

In English they will be confident readers, writers and communicators within their own capability.

In Social Science students will be curious and look at a range of ways to explore their world. They need to have built up skills of inquiry, research and investigation. An outcome of their learning will be that they better understand people, their communities and how they interact. Each student will develop a notion of good citizenship.

In Science students will develop their curiosity and be given opportunities to investigate and explore their world. This involves them learning how to question, draw conclusions, present information, gather info data, research, gather results, test experiment and analyse. Each child needs to feel confident, observing and discussing the world around them.

In Health and Physical Education the focus is on the overall well being of each child. Children begin to embed an understanding of life long habits such as balanced diet, personal challenge, resilience, relaxation, stamina and empathy. They need to be given opportunities to build knowledge of recreational pursuits they might continue. In health they have to know what it is to, "Be a nice person". Each student needs to know what it means to cope with life positively and each student needs to learn to cope with competition.

In The ARTs students will develop literacies in dance, drama, music, and the visual arts. Teachers will assist students to participate and develop a life long interest in the Arts and broaden their understanding and involvement in the arts in New Zealand. Learning will be spiral in nature and so build on previous learning experience.

In Technology It is expected that through the nature, knowledge and practice of technology, all pupils can become discriminating and informed users of products, and become innovators. Technology should be taught within an authentic setting as a stand alone topic or integrated within other learning areas.

Learning Area:-Mathematics and Statistics

Learning Area:-Mathematics and Statistics				
Core Knowledge (Expected learning to know)	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Number and Algebra	Be able to count on to solve simple addition and subtraction problems (Stg 4). Use a range of counting, grouping and equal sharing practices with number & words. Understand numbers to 100. Instant recall of basic facts to 10. Understand simple patterns and relationships.	Use additive strategies with whole numbers and fractions (Stg 5). Understand numbers to 1000. Instant recall of basic facts to 20. Know multiplication facts of 2's, 5's and 10's. Find rules for sequential patterns.	Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals and percentages for numbers to 1,000,000 (Stg 6). Instant recall of basic facts to 20. Know multiplication facts up to 10 x tables and the converse in division. Use tables, graphs and diagrams to identify relationships.
	Geometry and Measurement	Order, compare and sort objects by weight and size and shape. Give and follow directional instructions. Know what reflection and rotation and positioning are.	Use appropriate units to measure. Identify and describe simple 2D & 3D shapes. Use a simple map to show paths, position and direction. Make predictions of results in transformations.	Calculate using metric units; area, length, volume, weight, time, temperature and angles. Represent 2D & 3D objects with drawings and models. Use co-ordinates to specify location. Describe transformations of objects.
	Statistics	Consider chance/probability and carry out an investigation.	Conduct an investigation using statistical enquiry. Investigate simple situations that involve chance and recognise likelihoods.	Conduct an investigation using statistical enquiry identifying patterns and trends. Predict and investigate situations comparing experimental results.
Learning to be- Embedded over 6 years	Key Attitudes/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
We want our children to be... Confident problem solvers Articulate in describing maths ideas Engaged in thinking mathematically Able to take on challenges to completion Risk takers and try different approaches Able to solve problems in authentic situations.	Communicate – through symbols and texts, working co-operatively and learning from each other Participate and Contribute -being involved and giving things a go Managing Ourselves - trying their hardest and showing self discipline Create – through exploration of strategies Learn – problem solve & risk taking	Mathletics Mathathon Maths Week Information Evening PD Sustainability of The Project Effective Numeracy practice and resourcing Relevant and consistent whole school assessment Integration across the curriculum Cross grouping for learning needs	Think: creatively, critically, strategically and logically Structure and organise ideas Process and communicate information Enjoy intellectual challenge Predict outcomes Estimate reasonableness Make generalisations Calculate with precision	
Learning to do	By the end of 6 years students at Ponsonby Primary will be expected to be working at Stage 6 of the Numeracy Project with relevant knowledge.	Core skills at Years 1 & 2	Core skills at years 3 & 4	Core skills at year 5 & 6
Simple addition and subtraction to 10 Problem solving by counting on and back Skip counting to solve simple multiplication Equal sharing	Early addition and subtraction using a limited range of mental strategies Multiplication by repeated addition Fraction of a number by addition	Use a broad range of mental strategies to solve advanced addition and subtraction and early multiplication and division Fraction of a number by addition and multiplication		
School wide Assessment	Year 1 and 2	Year 3 and 4	Year 5 and 6	
PPS Blue Tracking Booklet Gloss & IKAN Pre & Post Tests Attitudes questionnaire Modelling Books Snapshot (Portfolio Samples)	PPS Blue Tracking Booklet Gloss & IKAN PAT testing at year 4 Pre & Post Tests Basic Facts Modelling Books Snapshot (Portfolio Samples)	PPS Blue Tracking Booklet Gloss & IKAN PAT/AsTTle Pre & Post Tests Basic Facts Modelling Books Snapshot (Portfolio Samples)		

It is expected that maths will be cross grouped from Year 3 and that 3 hours of numeracy development and 1 hour strand development will be the norm by Year 5.

Greater time is spent on numeracy development in Years 1 and 2(85%) and years 3 and 4 (75%) and Years 5 & 6 (65%).



Learning Area: - Writing

Core Knowledge (Expected Learning)	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
Core Knowledge (Expected Learning)	<p>Deeper Features –</p> <ul style="list-style-type: none"> • Audience Awareness • Content and Ideas • Structure/Organisation • Language Resources <p>Surface Features –</p> <ul style="list-style-type: none"> • Grammar • Punctuation • Spelling 	<p>Write my ideas down so others can enjoy</p> <p>Use simple planning strategies to organise my ideas</p> <p>Begin to keep to the topic</p> <p>Use a plan to turn ideas into connected sentences</p> <p>Start to experiment with words and language structures</p> <p>Sentences make sense</p> <p>Learning to revise writing and edit for clarity and accuracy</p> <p>Can spell most words from essential word lists 1 – 3 accurately</p> <p>Proof read for spelling and obvious errors</p> <p>Starting to use punctuation</p>	<p>Show awareness of how to write for an audience</p> <p>Keep to the purpose of writing</p> <p>Organise my ideas</p> <p>Start to elaborate and give detail</p> <p>Begin to use structure in my writing, grouping my sentences about the same ideas, varieties of sentence types and beginnings</p> <p>Opening and ending statements</p> <p>Vocabulary that clearly conveys ideas, feelings or information</p> <p>Learning to revise writing and edit for clarity and accuracy</p> <p>Can spell most words from essential word lists 1 – 4 accurately</p> <p>Learning to proof read for accuracy (dictionaries, spell check)</p> <p>Uses punctuation with greater accuracy</p> <p>Making choices on how to publish</p>	<p>Choose language and use personal voice in writing for audience</p> <p>Elaborate and give detail</p> <p>Keep to the purpose of writing</p> <p>Sequence and organise ideas</p> <p>Use paragraphs to group ideas</p> <p>Academic, subject specific and general vocabulary used appropriately and grammatically</p> <p>Can revise writing and edit for clarity and accuracy</p> <p>Can spell most words from essential word lists 1 – 6 accurately</p> <p>Uses punctuation correctly</p> <p>Proof read for accuracy (dictionaries, spell check)</p> <p>Making choices on how to publish</p>

Learning to be- Embedded over 6 years	Key Attitudes/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
Learning to be- Embedded over 6 years	<p>To aim high</p> <p>To want to do well and be appreciated for their efforts</p> <p>To value their own work</p> <p>To persevere and create the best writing they can when challenged by sophisticated tasks or difficulties (risk taking)</p> <p>To be creative</p> <p>To think critically and reflectively – goal setters</p> <p>To be challenged by authentic writing contexts</p>	<p>Open to learning in a vibrant, literacy environment</p> <p>Participate and contribute by giving everything a go and share their work with others</p> <p>Manage self by completing tasks</p> <p>Creativity by drawing on imagination and knowledge of authors and written texts</p> <p>Communicate through the written word, learning from each other</p>	<p>Variety of genres being focussed on as a whole school or syndicate opportunities</p> <p>EHSAS – teacher and student setting goals and discussing writing</p> <p>Speech writing</p> <p>Ponsonby spelling programmes</p> <p>Staff meeting</p> <p>Teacher understanding of moderation</p> <p>Exemplars with student input</p> <p>Across all curriculum</p>	<p>Problem solving</p> <p>Reflect on their own learning</p> <p>Draw on personal knowledge</p> <p>Challenge themselves</p> <p>Creativity</p> <p>Think critically</p> <p>Structure and organise ideas</p> <p>Process and communicate information</p> <p>Think logically</p>

Learning to do		Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6
Learning to do	<p>By the end of 6 years students will be literate – they will think about, record and communicate experiences, ideas and information to meet writing demands across the curriculum – describe, explain, persuade, inform, report, recount, narrate and instruct.</p> <p>Children will write legibly</p>	<p>Generate ideas and plan writing</p> <p>Apply strategies to work out words when writing</p> <p>Turn ideas into connected sentences</p> <p>Appreciate and comment on their own and other peoples writing</p> <p>Able to access own work against Set criteria and set WTN goals</p>	<p>Plan and organise ideas and information logically – headings, graphic organisers, mind maps, questions, note taking and note making</p> <p>Write logically and sequentially</p> <p>Able to access own work against Set criteria and set WTN goals</p> <p>Develop writing with detail and vocabulary</p> <p>Set criteria and set WTN goals</p>	<p>Plan and organise ideas and information logically – headings, graphic organisers, mind maps, questions, note taking and note making</p> <p>Write logically and sequentially</p> <p>Develop writing with detail and vocabulary</p> <p>Able to access own work against Set criteria and set WTN goals</p>

School wide Assessment	Year 1 and 2	Year 3 and 4	Year 5 and 6
School wide Assessment	<p>Smart Words (Year 2)</p> <p>Ponsonby Spelling Lists</p> <p>Moderation</p> <p>Syndicate discussions</p> <p>Portfolio samples</p> <p>Goal Setting</p> <p>Exemplars</p>	<p>PRETOS (Year 4)</p> <p>Ponsonby Spelling Lists</p> <p>Moderation</p> <p>Syndicate discussions</p> <p>Portfolio samples</p> <p>Goal Setting</p> <p>Smart Words Spelling Programme</p> <p>Exemplars</p>	<p>PRETOS</p> <p>Ponsonby Spelling Lists</p> <p>Moderation</p> <p>Syndicate discussions</p> <p>Portfolio samples</p> <p>Goal Setting</p> <p>Spelling Programme</p> <p>Exemplars</p>

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.



teachers will provide a vibrant and exciting writing programme that supports and challenges every child. Specifically allocated for the instruction of writing. Writing can be integrated across any curriculum area.

Learning Area: - Reading

	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
Core Knowledge (Expected Learning)	Instructional	Phoneme and Grapheme relationships for decoding To work out words by chunking Knowledge of word structure (prefix and suffix and visual memory) Have 300 – 500 basic sight words Apply strategies of rereading, looking for definitions in a text, using clues in the sentences before and after, inferring Use a fix up strategy (self correcting) Use comprehension strategies – get the meaning of text, respond to theme, plot and characters, locate and interpret ideas and information directly from text, summarise the main points and identify a sequence Understand that texts have purposes and are written for audiences	Students will be able to read largely by themselves applying knowledge of the most common prefixes and suffixes Uses reference sources to find meanings of words Use prior knowledge and context to work out unknown words and phrases include more basic academic words and content specific words Can read a wide variety of text types including stories with minimal illustration, information texts on unfamiliar topics and visual language features Uses comprehension strategies when reading Can self-correct using a variety of strategies Is able to evaluate and discuss a variety of texts Can locate information using strategies: skimming, scanning, key words, topic headings, key questions and use sub-headings	Can read a wide variety of text types including stories with multiple themed plots, mixed text types, visual language features, topic/themes/settings outside children’s personal experience Vocabulary – ideas conveyed indirectly, significant amount of unfamiliar vocab, some figurative language and contextual understandings. Can use and explain several reliable strategies for finding or learning the meaning of unknown words. Use knowledge of grammar to assist meaning. Understand language features of text types and through this gain comprehension Can locate information using strategies: skimming, scanning, key words, topic headings, key questions and use sub-headings. Can compare and evaluate information and ideas across a range of texts Identify and reflect on writers purpose and use of language Can read for a sustained period (30 minutes or more) Able to read novels and a variety of texts over several days
	Independent	Students are able to make appropriate book choices for independent reading Students read silently but when asked to read aloud can read known texts with fluency, phrasing and expression	Can read for a sustained period (20 – 30 minutes) Able to read bridging novels or chapter books over sustained time	

	Key Attitudes/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
Learning to be- Embedded over 6 years	To be lovers of literature – a life long reader To be confident readers To be articulate when discussing texts To be engaged in reading To be challenged and inspired To be risk takers and read a variety of texts	Open to learning in a vibrant, literacy environment Participate and contribute by sharing ideas Manage self by completing tasks Creativity – being open to a variety of texts types and what they have to offer	Book Week/Fair Library Lessons Reading Recovery Rainbow Reading Classroom Programmes – shared, guided and instructional Grouping for needs/interests Cross curriculum Story time – reading to class Poems/Big Books Buddy Reading ICT – PM, web-based challenges	Problem solving Predict outcomes Reflect on their own learning Draw on personal knowledge Challenge themselves Creativity Think critically Make generalisations Structure and organise ideas Process and communicate information Think logically

		Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6
Learning to do	By the end of 6 years students will be reading, responding to and thinking critically about texts in instructional, social and recreational contexts.	<i>To be reading at Purple – Ready to Read series</i> Most students will be working at Level 1 and toward Level 2 achievement objectives Retell a text Sequence ideas Gather and organise information Write brief statements	<i>To be reading within 3 months of their chronological age</i> Most students will be working at Level 2 and toward Level 3 achievement objectives Summarising findings and make a generalisation Infer, re-organise and evaluate information in response to texts Pose and answer questions	<i>To be reading within 3 months of their chronological age</i> Most students will be working at Level 3 and toward Level 4 achievement objectives Collect information Develop skills Infer, re-organise and evaluate information in response to texts Process information Pose and answer questions

	Year 1 and 2	Year 3 and 4	Year 5 and 6
School wide Assessment	Running Records PM Benchmarks	Running Records Sails Probe PAT comprehension/vocabulary (Year 4) PAT listening EasTTle/AsTTle (Year 4)	Running Records Probe PAT comprehension/vocabulary PAT listening EasTTle/AsTTle Essential Information Skills

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.

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It is expected that teachers will provide a vibrant and exciting reading programme that differentiates the needs and ability of the child. 4 hours a week is specifically allocated for the instruction of reading (guided and independent). Reading can be integrated across any curriculum area.

Learning Area:- Speaking and Presenting

Core Knowledge (Expected learning)	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<ul style="list-style-type: none"> Purpose and Audience Process and Strategy Language features Structures Recognising, generating and communicating ideas 	<p>Begins to see and make connections between oral and written language.</p> <p>Develop their skills and knowledge of how to express their ideas in a range of situations such as small groups discussions/peer sharing/presenting learning.</p> <p>Beginning to understand the conventions of formal speaking eg assembly/speeches.</p> <p>Differentiate between comments and questions.</p> <p>Be able to form simple questions.</p> <p>Use some vocal variety.</p>	<p>Developing fluency and clarity in their speech.</p> <p>Listen to what others have to say and respond to the other person's comments</p> <p>Prepare a speech for others to listen to.</p> <p>Be able to work in a group sharing ideas.</p> <p>Use formal language eg greetings, introductions, giving directions.</p> <p>Recognise when to change language and use vocabulary to suit the situation eg assembly, friends, talking to a guest.</p> <p>Formulate ideas and convey meaning.</p> <p>Begin articulating their learning.</p> <p>Practise using vocal variety</p>	<p>Able to express themselves clearly and fluently in all known social and formal situations.</p> <p>Interact and respond appropriately with what a speaker is saying or doing.</p> <p>Able to seek feedback and clarify meaning.</p> <p>Able to articulate their learning with confidence.</p> <p>Vocal variety should be implicit in speech.</p> <p>Present an idea in a logical sequential interesting way.</p> <p>Use persuasive voice in presenting or defending their views.</p> <p>They consider what they say.</p> <p>Begin to understand non verbal communication.</p>

Learning to be- Embedded over 6 years	Key Attitudes/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
	<ul style="list-style-type: none"> Confidence – to speak in a variety of situations Value their own and others opinions and ideas Be courteous and respect others right to speak To be risk takers when To be empathetic and non judgemental of others opinions 	<ul style="list-style-type: none"> Communication – body language, movement, voice Contribute by being involved and taking on leadership Working co-operatively Listening to others Not opting out Manage self Create interest through voice Being reflective Forward thinking strategies 	<ul style="list-style-type: none"> Speech competition School show News Curriculum School assembly Presentations Classroom discussions Playground discussions Group discussions Peer evaluations Greeting and meeting guests School councillors – class discussions 	<p>Yr 1& 2 Unistructural Naming, Retell, Recall, Identify orally and Recite.</p> <p>Yr 3 -6- Progressive Multi structural Describe, define, observe, Sequence ideas. justify</p> <p>Relational Compare & contrast, classify orally, Explain and question, infer and analyse. Reason</p> <p>Extended abstract reflect, predict, evaluate, generalise, imagine, speculate forecast and idealise</p>

Learning to do	Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6
	<p>By the end of 6 years students will be confident and articulate speakers who are able to express themselves in a variety of social and educational situations</p>	<p>To tell a story, recite or read aloud</p> <p>Generate ideas and speak about them</p> <p>To converse and talk about personal experiences</p> <p>To ask questions</p> <p>To present information to an audience</p> <p>To be understood by an audience</p> <p>To present information using appropriate technology</p>	<p>To converse, ask questions and talk about events and personal experiences</p> <p>To ask open and closed and fat and skinny questions</p> <p>To tell stories, recite, read aloud informally and for an audience</p> <p>To ask questions to clarify</p> <p>To present information using appropriate technology</p>

School wide Assesse	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Up to 2 minute speech using microphone	Up to 3 minute speech without microphone PAT Listening Portfolio sample – speech feedback and Forward.	Up to 3 minute speech without microphone PAT Listening Portfolio sample – speech feedback and forward

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.



that opportunities for children to speak, listen and respond are an integral part of the classroom Opportunities should be given to all children to gain confidence in public speaking.

Learning Area:- Social Science

Core Knowledge (Expected learning)	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>Students will gain knowledge, Skills, and experience to Understand:</p> <p>Identity, Culture and Organisation</p> <p>Place and Environment</p> <p>Continuity and Change</p> <p>The Economic World</p>	<ul style="list-style-type: none"> • Belonging to Groups is Important • Roles and responsibilities • Culture in people's daily lives • Significant places in New Zealand • The past is Important 	<p>Social, cultural and economic roles, rights and responsibilities.</p> <p>Making choices to meet needs and wants</p> <p>Cultural practices reflecting customs, traditions and values.</p> <p>Time and change affecting Peoples' lives.</p> <p>Influence of people and places Important or influential people to NZ society</p> <p>Status and significance of Tangata Whenua in communities</p>	<p>Social Organisation - Rules and laws.</p> <p>Varying cultural practices reflecting similar purposes.</p> <p>Viewing and using places differently.</p> <p>Continuing significance of early Polynesian and British migration.</p> <p>Different ways of remembering and recording the past.</p> <p>How people make decisions about access to and use of resources.</p> <p>Movement of people affects Cultural diversity and interaction in NZ.</p>

Learning to be- Embedded over 6 years	Key Attitude s/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
	<p>Respect</p> <p>Empathy</p> <p>Open-mindedness</p> <p>A sense of justice and fairness.</p>	<p>Communicate</p> <p>Participate and contribute</p> <p>Manage self</p> <p>Create</p> <p>Learn</p>	<p>Treaty of Waitangi</p> <p>Our place in Pasifika, Asia</p> <p>Local/national/global issues</p> <p>Trees For Survival/Sustainability</p> <p>Water , Carbon counting,</p> <p>Fishing Quotas</p> <p>Special events (e.g. Olympics, Matariki, Elections, Exploration School show (e.g. The Journey 2009), The School Fair Anzac Day</p>	<p>Inquiry learning</p> <p>Solo taxonomy</p> <p>Six hats</p> <p>Thinker's keys</p> <p>Bloom's Taxonomy</p> <p>Graphic organisers e.g.Y charts, bubble maps, Venn diagrams, etc</p>

Learning to do		Core skills – Finding Out Information	Core skills – Exploring Values and Perspectives	Core skills – Considering Responses and Decisions
	<p>By the end of 6 years students will be expected to carry out a social inquiry. They need to learn how to make generalisations based on information.</p>	<p>Developing questions</p> <p>Collecting and recording</p> <p>Processing Information</p> <p>Generalizing</p> <p>Communicating Findings</p> <p>Reflecting/ Evaluating</p>	<p>Explaining reasons for own/others' values positions</p> <p>Explaining consequences of different values positions</p> <p>Accepting/resolving differences related to different values positions</p> <p>Changing values position</p> <p>Establishing criteria</p> <p>Reflecting/ Evaluating.</p>	<p>Identifying issues/problems</p> <p>Understanding Issues</p> <p>Generating solutions</p> <p>Establishing criteria</p> <p>Planning and/or taking a future Social action</p> <p>Reflecting /Evaluating</p>

School wide Assessment	Year 1 and 2, 3 and 4, 5 and 6
	<p>Teachers will assess using a balance of the following approaches:</p> <ul style="list-style-type: none"> • Peer and self-assessment • Teacher observation • Reflection and evaluation practices <p>See NZ Curriculum Social Studies exemplars and NEMP Social Studies for guidance.</p>

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Time Allocations: It is expected that the 4 strands will be covered once as a major topic and once as a minor topic each two years, thus building on prior knowledge.

Learning Area: - Science

Core Knowledge (Expected learning	Strands		Year 1 and 2	Year 3 and 4	Year 5 and 6
	The Living World	Observe needs, habitats, groupings, extinction and life processes of living things.	Classify and explain needs, habitats, groupings, extinction and life processes of living things.	Use science based classification to investigate needs, habitats, groupings, extinction and life processes of living things.	
	Planet Earth and Beyond	Explore, describe and share thinking about the sun and moon and earth.	Explore, describe and share thinking about the sun and moon and earth (and the effect of humans on these).	Investigate and explain the water cycle, solar system and the earth's resources	
	The Physical World	Share and clarify easily observable physical phenomena (eg temperature, electricity, movement forces, light, sound, waves, heat and magnetism, energy)	Identify and explore everyday Physical phenomena. (eg temperature, electricity, movement forces, light, sound, waves, heat and magnetism, energy)	Investigate and explain patterns and trends of everyday examples of physical phenomena (eg temperature, electricity, movement forces, light, sound, waves, heat and magnetism, energy)	
The Material World	Observe, describe and compare physical and chemical properties of common materials and changes that occur.	Observe, describe and compare physical and chemical properties of common materials and changes that occur.	Investigate and classify materials Based on the observations And measurements of the Characteristic chemical and Physical properties of different Materials. Compare chemical And physical changes.		
Learning to be- Embedded over 6 years	Key Attitude s/Values		Core competencies	Application in Science	Thinking skills (Relevant to the learning area)
	<p>Students will understand the nature of science By appreciating the role of Scientists And science in our ever changing world.</p> <p>by being prepared to question, investigate, be open-minded and willing to challenge scientific ideas, because there may be more than one explanation.</p>		<p>Participate and Contribute</p> <p>Communicate</p> <p>Manage Self</p> <p>Create</p> <p>Learn</p>	<p>See Learning to do: (Nature of Science) "acting on issues and questions"</p> <p>See Learning to do Core Skills) Using scientific language, symbols, vocabulary conventions and text Understanding science, investigating, (Skills) contributing (Nature of Science Learning to be.)</p> <p>See Learning to do: (Nature of Science) "acting on issues and questions"</p> <p>Thinking See Learning to be, (Nature Science,) Learning to do (Core skills.</p>	<p>Core Learning through these)</p> <p>Level 1 White Hat, Red Hat List, Match, Describe, Identify</p> <p>Level 2 Yellow Hat, Black Hat Compare/contrast, Classify, Analyse, Cause and effect, Sequence, Rank, Distinguish, Explain, Infer, Synthesise</p> <p>Level 3 Blue Hat, Green Hat Possibilities and choices, Generalise, Evaluate, Imagine, Apply a Hypothesise, idealise, Action REFLECT</p>
Learning to do Embedded over 6 years	Core skills at Years 1 and 2		Core skills at years 3 and 4	Core skills at year 5 and 6	
	<p>Students will understand the nature of science</p> <p>By describing the application of scientific knowledge in the real world. By acting on issues and questions that link their science living to their daily living</p>		<ul style="list-style-type: none"> * Recognise that we can all Scientists, find things out and our ideas * With support make observations, ask questions, predict, collect data, evaluate and share results * begin to use scientific vocabulary to share ideas and understand * use scientific equipment appropriately 	<ul style="list-style-type: none"> * recognise the need to test ideas and select the best explanation * make observations, asks questions, predict with reasons, conducts trials, reach conclusions, evaluate and share findings * Use scientific ideas and vocab, make comparative statements * Use scientific measurement 	<ul style="list-style-type: none"> * recognise the need to seek evidence to support or refute ideas. * make systematic observations to generate questions, predict, plan and carry out trials. Begin to conduct Fair Testing. * Communicate ideas using scientific vocab and symbols. * Use scientific equipment to record measurements and observations accurately.
School wide Assessment	Year 1 and 2		Year 3 and 4	Year 5 and 6	
	<p>No school wide data collected. Children self assess& peer assess. Teachers will use pre and post knowledge testing. The focus is on building children's wonderment</p>		<p>School-wide selection of a Level 2 AO, choosing from Matrix A (Care of the Environment) B(Investigating in Science), C(Scientific thinking), D (Communicating Scientific Understanding) using ARBs to design assessment task.</p>	<p>School-wide selection of a Level 3 AO, choosing from Matrix A (Care of the Environment) B(Investigating in Science), C(Scientific thinking), D (Communicating Scientific Understanding) using ARBs to design assessment task.</p>	

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area. It is expected that the 4 strands will be covered once as a major topic and once as a minor topic each two years,



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thus building on prior knowledge. In year 1 and 2 they will be integrated and 2 block taught.

Learning Area:-Health and Physical Education

Core Knowledge (Expected learning)	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>Personal health and Physical Development</p> <p>Movement and motor skills</p> <p>Relationships with others</p> <p>Healthy Communities</p>	<p>Beginning to know the principles of Fair Play</p> <p>Participate with enjoyment in Games and other physical activities.</p> <p>Beginning to know about Movement, concepts and motor skills, using a variety of equipment and environments.</p> <p>Explore relationships and feelings with others by sharing ideas.</p> <p>Understand and identify simple safety practices at school and home.</p>	<p>Beginning to understand The Principles of Fair Play.</p> <p>Participate and create with enjoyment a variety of games and activities with support.</p> <p>Developing knowledge about movement, concepts and motor skills, using a variety of equipment and environments.</p> <p>Explore relationships and feelings with others by expressing their ideas and needs effectively. Be an active listener.</p> <p>Promote and articulate suitable safety practices at school, home and community.</p>	<p>Actively Display Fair Play Principles through appropriate behaviour.</p> <p>Participate and create with enjoyment a variety of games and activities independently.</p> <p>Actively involved in gaining and using knowledge about movement, concepts and motor skills, using a variety of equipment and environments</p> <p>Continue to develop their ability to interact positively with others through active communication skills.</p> <p>Implement suitable safety Practices at school, home and the wider community.</p>
Learning to be- Embedded over 6 years	Key Attitude s/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
	<p>Fairness</p> <p>Competitiveness</p> <p>Openness</p> <p>Acceptance</p> <p>Personal understanding</p>	<p>Communicate working co-operatively and learning from each other</p> <p>Participate and Contribute-being involved and giving things a go</p> <p>Managing Ourselves - trying their hardest and showing self discipline</p> <p>Create – through exploration of strategies</p> <p>Learn – problem solve & Risk taking</p>	<p>School sporting events</p> <p>Inner City Sporting Events.</p> <p>Elite Sports Squad</p> <p>Organised lunchtime sports</p> <p>Whole school fitness Programme</p> <p>Class PE programme</p> <p>EOTC Week</p> <p>Fundraising sport events eg Jump Rope For Heart</p> <p>Extra curricular sports eg Flippa Ball, netball</p> <p>Outside agencies eg NZ Cricket, Breakers Basketball</p>	<p>Think: creatively, critically, strategically and logically</p> <p>Structure and organise ideas relevant to PE and health.</p> <p>Process and communicate information</p> <p>Predict outcomes</p> <p>Make informed choices and implement decisions</p>
Learning to do		Core skills at Years 1 and 2	Core skills at Years 3 and 4	Core skills at Year 5 and 6
	<p>By the end of Year 6 students will know to care for themselves. They will be able to articulate and demonstrate the factors necessary for health and well being, including the skills and techniques required for enthusiastic participation in regular competitive/social individual and/or team based physical activity. They will have been exposed to a range of physical activities</p>	<p>Aware of and able to use their bodies to run, jump, skip, throw, catch, balance, and kick, and swim one length of school pool with enjoyment and a sense of achievement.</p> <p>Beginning to know about personal health and physical development.</p> <p>Articulate simple practices to keep themselves safe.</p>	<p>Use their bodies with increasing competency to run, jump, skip, throw, catch, balance, and kick, and swim two lengths of school pool with enjoyment and a sense of achievement.</p> <p>Discuss and describe the enjoyment these activities.</p> <p>Experience regular and enjoyable physical activities and describe the benefits to personal health and physical development.</p> <p>Discuss and follow simple Safety practices at home, school And within community.</p>	<p>Use their bodies skilfully to run, jump, skip, throw, catch, balance, and kick, within team and competitive games/sports.</p> <p>Swim minimum of 25 metres and participate in school sports with enjoyment and a sense of achievement.</p> <p>Articulate how these challenges impact on themselves and others.</p> <p>maintain regular physical activity to promote a healthy lifestyle.</p> <p>Research, describe and implement health and safety guidelines.</p>
School wide Assessment	Year 1 and 2	Year 3 and 4	Year 5 and 6	
	<p>No school wide data collected.</p> <p>Children self assess& peer assess.</p> <p>Teachers will use pre and post knowledge testing.</p> <p>The focus is on building children's physical skills and health knowledge.</p> <p>Register developed to monitor the children who are above and below the cohort in Health and Physical Education</p>	<p>No school wide data collected.</p> <p>Children self assess& peer assess.</p> <p>Teachers will use pre and post knowledge testing.</p> <p>The focus is on building children's physical skills and health knowledge.</p> <p>Register developed to monitor the children who are above and below the cohort in Health and Physical Education</p>	<p>No school wide data collected. Children self assess& peer assess.</p> <p>Teachers will use pre and post knowledge testing.</p> <p>The focus is on building children's physical skills and health knowledge. Register developed to monitor the children who are above and below cohort in Health and Physical Education. Students sporting talent are selected to be involved in the PE Enrichment Programme.</p>	

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area. It is expected that fitness will be 4 15 minute blocks a week sport 1 x 1hou and 2 x 40 minute PE sessions.






Learning Area:- TECHNOLOGY

Strands		Year 1 and 2		Year 3 to 6	
Core Knowledge (Expected learning)	<p>Technological Practice</p> <p>Technological Knowledge</p> <p>Nature of Technology</p>	<p>Students will learn how to think imaginatively and talk about what they like and dislike when designing and making.</p> <p>They build on their early childhood experiences of investigating objects around them.</p> <p>They explore how familiar things work, talk about, draw and model their ideas.</p> <p>They learn about safety and the process of designing and making. They start to use ICT as part of designing and making.</p>		<p>Students will work on their own and as part of a team on a range of designing and making activities.</p> <p>They think about what products are used for and the people who use them. They plan what has to be done, and identify and communicate what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding of other areas of the curriculum and use multimedia/ ICT in a range of ways.</p>	
Learning to be- Embedded over 6 years	Key Attitude s/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)	
	<p>Students will find enjoyment, purpose and satisfaction through designing and making. They can be creative, flexible and show perseverance. Participate in society as informed citizens.</p> <p>Learning technology implies becoming confident in using a variety of means to address needs and opportunities and solve practical problems within Society.</p> <p>Encourage risk taking, lateral and divergent thinking, the development of multiple solutions to problems through trial and error.</p> <p>To be empowered students who can make informed choices in their use of technology and in their responses to technological change.</p>	<p>Participate and Contribute</p> <p>Communicate</p> <p>Manage self</p> <p>Create</p> <p>Open to learning</p>	<p>Biotechnology</p> <p>Food</p> <p>Structural</p> <p>Control</p> <p>Information and Communication (ICT)</p>	<p>Calculate with precision</p> <p>What is happening?</p> <p>Why is it happening?</p> <p>Should it be happening?</p> <p>How could it be done differently?</p> <p>Making Informed decisions</p> <p>Think: creatively, critically, strategically and logically</p> <p>Apply knowledge from other curriculum areas</p> <p>Innovative thinking</p> <p>Evaluate fitness of purpose</p> <p>Identify needs and wants</p> <p>Structure and organise ideas</p> <p>Enjoy intellectual challenge</p> <p>Predict outcomes</p> <p>Estimate reasonableness</p> <p>Make generalizations</p>	
Learning to do		Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6	
	<p>By the end of 6 years students:-</p> <p>Will understand how the nature, practice and knowledge of technology changes our world and our lives.</p> <p>Technology is never Static.</p> <p>Children will have been exposed to learning experiences in a range of technological areas.</p>	<p>Identify</p> <p>Describe</p> <p>Communicate</p> <p>Produce</p> <p>Safe and appropriate use of materials and equipment</p>	<p>Identify and record</p> <p>Explain</p> <p>Describe attributes/processes</p> <p>Produce</p> <p>Evaluate</p> <p>Safe, appropriate and increasingly accurate use of materials and equipment.</p>	<p>Identify and record</p> <p>Explain</p> <p>Describe attributes/processes</p> <p>Develop</p> <p>Produce</p> <p>Review progress</p> <p>Evaluate ideas, suitability of materials</p> <p>Evaluate</p> <p>Justify</p> <p>Safe and appropriate use of materials and equipment with increasing accuracy and independence.</p>	
School wide Assessment	Years 1 -6				
	<p>No school wide data collected.</p> <p>By its nature technology assessment will often be group work.</p> <p>Children self/peer assess.</p> <p>Teachers will use pre/post knowledge and skills test</p> <p>NEMP assessments (Year 4)</p> <p>It is important in integrated topics to identify and assess the technological aspect.</p> <p>Indicators of achievement, as listed above in skills, can be redefined as targeted assessment tools for the students and used to guide formative and summative assessment practises.</p>				

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area. It is expected that through the nature, knowledge and practice of technology, all pupils can become discriminating and informed users of products, and become innovators. Technology should be taught within an authentic setting as a stand alone topic or integrated within other learning areas.



Learning Area: The ARTS- Dance

Core Knowledge (Expected Learning)	Strands		Year 1 and 2		Year 3 and 4		Year 5 and 6									
	Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting	Students will: Demonstrate an awareness of dance in their lives and their communities.	Explore moment with a developing awareness of the dance elements of body, space, time, energy and relationships.	Students will use personal experiences and imagination to express ideas in dance.	Share dance moment through informal presentation and share their thoughts and feelings in response to their own and others' dances.	Identify and describe dance in their lives and their communities	Explore and identify through moment with a developing awareness of the dance elements of body, space, time, energy and relationships	Use the elements of dance in purposeful ways to respond to a variety of stimuli	Share dance moment through informal presentation and identify the use of the elements of dance	Explore and describe dances from a variety of cultures	Use the dance elements to develop and share their personal movement vocabulary	Select and combine dance elements in response to a variety of stimuli	Present dance and respond to their own And others dance works within their school communities
	Learning to be- Embedded over 6 years	Key Attitude s/Values		Core competencies		Possible whole school Contexts	Thinking skills (Relevant to the learning area)									
		Learning in the Arts enables students to develop: Clarify and reflect on their attitudes, beliefs, and values in relation to the arts of their own and other cultures Value the contribution of the arts to their lives, their communities, and the society in which they live Respect for others who hold And express beliefs and Values different from their own	Participate and Contribute Communicate Create Open to Learn Manage Self	Participate in workshops eg Footnote and school performances	(It is useful to plan and assess Core Learning through these) Level 1 White Hat, Red Hat List, Match, Describe, Define, Identify Level 2 Yellow Hat, Black Hat Compare/contrast, Classify, Analyse, Cause and effect, Sequence, Rank, Distinguish, Explain, Infer, Synthesis Level 3 Blue Hat, Green Hat Possibilities and choices, Create, Generalise, Evaluate, Imagine, Apply a Hypothesise, idealise, REFLECT	  	Predict, principle, Action									
Learning to do	<u>Core skills at Years 1 and 2</u>		<u>Core skills at years 3 and 4</u>		<u>Core skills at year 5 and 6</u>											
	By the end of 6 years students will have had opportunities to explore, express ideas through the elements and conventions of dance	Explore elements of dance through using space, energy, body awareness and levels Share and explore different ways to use their bodies to create movement in response to music Share and talk about different types of dance experience	Explore elements of dance through using space, energy, body awareness, time and levels Share and explore different ways to use their bodies with others in a purposeful way to create movement in response to music Recognise different types of dance experience in a variety of cultures and situations.	Combine movements to achieve contrasts in speed, level, energy Using their knowledge of the elements of dance create and perform a dance Develop an understanding of the purpose of dance												
School wide Assessment	Year 1 and 2		Year 3 and 4		Year 5 and 6											
	Teacher observation Children will self assess and peer assess	Teacher observation Children will self assess and peer assess against a specific criteria Formal verbal feedback	Teacher observation Children will self assess and peer assess against a specific criteria Formal verbal feedback	Teacher observation Children will self assess and peer assess against a specific criteria Formal verbal feedback Record and view camera footage of dance sequences and photos												

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.



Learning Area: The Arts-Drama

	Strands			
	Year 1 and 2		Year 3 and 4	
Core Knowledge (Expected learning)	Understanding the Arts in Context	Students will: Demonstrate an awareness that drama serves a variety of purposes in their lives and their communities.	Identify and describe how drama serves a variety of purposes in their lives and their communities	<ul style="list-style-type: none"> Investigate the functions and purposes of drama in cultural and historical contexts
	Developing Practical Knowledge	Explore elements and techniques of drama.	Explore and use elements of Drama for different purposes	<ul style="list-style-type: none"> Use techniques and relevant technologies to explore drama elements and conventions
	Developing Ideas	Contribute and develop ideas in drama using personal experience and imagination	Develop and sustain ideas in drama based on personal experiences and imagination	<ul style="list-style-type: none"> Initiate and develop ideas with others and improvise drama in a range of situations
	Communicating and Interpreting	Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas	Share drama through informal presentation and respond to elements of drama	<ul style="list-style-type: none"> Present and respond to drama, identifying ways in which elements, techniques, conventions and technologies combine to create meaning in their own and others work.
Learning to be- Embedded over 6 years	Key Attitude s/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
	<p>Learning in the Arts enables students to develop:</p> <p>Clarify and reflect on their attitudes, beliefs, and values in relation to the arts of their own and other cultures</p> <p>Value the contribution of the arts to their lives, their communities, and the society in which they live</p> <p>Respect for others who hold And express beliefs and Values different from their own</p>	<p>Participate and Contribute</p> <p>Communicate</p> <p>Create</p> <p>Open to Learn</p> <p>Manage Self</p>	<p>Participate in workshops, school performances, assembly presentations, classroom plays and outside performances</p>	<p>(It is useful to plan and assess Core Learning through these)</p> <p>Level 1 White Hat, Red Hat List, Match, Describe, Define, Identify</p> <p>Level 2 Yellow Hat, Black Hat. Compare/contrast, Classify, Analyse, Cause and effect, Sequence, Rank, Distinguish, Explain, Infer, Synthesise</p> <p>Level 3 Blue Hat, Green Hat Possibilities and Create, Generalise, Evaluate, Imagine, Apply a Hypothesise, idealise, REFLECT</p> <p>choices, Predict, principle, Action</p>
Learning to do		Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6
	<p>By the end of 6 years students</p> <p>will have had opportunities to explore and express ideas through the elements and conventions of drama</p>	<p>Explore elements and techniques of drama through the use of facial expressions, voice and body movement</p> <p>Sustain a simple role in drama with teacher support</p> <p>Share and talk about different types of drama experience</p>	<p>Explore elements and techniques of drama through the use of facial expressions, voice and body movement individually and in groups</p> <p>Share and explore different ways to use their bodies with others in a purposeful way to express dramatic ideas</p> <p>Recognise different types of drama experience in a variety of cultures and situations</p>	<p>In a group plan and develop a drama making collective decisions</p> <p>Develop and present drama for a specific purpose or context.</p> <p>Using their knowledge of the elements of drama, create a piece to perform to others</p> <p>Develop an understanding of the purpose of drama</p>
School wide Assessment	Year 1 and 2		Year 3 and 4	
	<p>Teacher observation</p> <p>Children will self assess and peer assess</p>	<p>Teacher observation</p> <p>Children will self assess and peer assess against a specific criteria</p> <p>Formal verbal feedback</p>	<p>Teacher observation</p> <p>Children will self assess and peer assess against a specific criteria</p> <p>Formal verbal feedback</p> <p>Record and view camera footage and photos of drama presentations</p>	

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.

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It is expected that the four Arts learning areas will be covered as major and minor topics throughout the year and integrated meaningfully where possible.

Learning Area: The ARTS- Music

Core Knowledge (Expected learning	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Understanding the Arts in Context	Students will: Identify music as a part of every day life and recognise that it serves a variety of purposes	Identify music as part of every day life and recognise that it serves a variety of purposes	Identify and describe characteristics of music associated with particular contexts, purposes, and styles in past and present cultures.
	Developing Practical Knowledge	Explore and respond to the musical elements of beat, rhythm, pitch, tempo, dynamics and tone colour	Identify through focused listening, and explore the musical elements of rhythm, pitch, tempo, dynamics and tone colour	Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies
	Developing Ideas	Select and organise sounds and express ideas, drawing on personal experiences and imagination. Explore ways to represent sound and musical ideas	Select and organise sounds and express ideas, drawing on personal experiences and imagination. Improvise ways to represent sound and musical ideas	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
	Communicating and Interpreting	Share music making with others. Respond to live and recorded music	Share music making with others, Using basic performance skills And techniques. Respond to live and recorded music	Prepare and present brief performances of music, using performance skills and techniques. Respond to and reflect on live And recorded music

Learning to be- Embedded over 6 years	Key Attitude s/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
	<p>Learning in the Arts enables students to develop:</p> <p>Clarify and reflect on their attitudes, beliefs, and values in relation to the arts of their own and other cultures</p> <p>Value the contribution of the arts to their lives, their communities, and the society in which they live</p> <p>Respect for others who hold And express beliefs and Values different from their own</p>	<p>Participate and Contribute</p> <p>Communicate</p> <p>Create</p> <p>Open to Learn</p> <p>Manage Self</p>	<p>Participate in workshops, school performances, assembly presentations, classroom and syndicate singing</p>	<p>(It is useful to plan and assess Core Learning through these)</p> <p>Level 1 White Hat, Red Hat List, Match, Describe, Define, Identify</p> <p>Level 2 Yellow Hat, Black Hat Compare/contrast, Classify, Analyse, Cause and effect, Sequence, Rank, Distinguish, Explain, Infer, Synthesise</p> <p>Level 3 Blue Hat, Green Hat Possibilities and choices, Create, Generalise, Evaluate, Predict, Imagine, Apply a principle, Hypothesise, idealise, Action REFLECT</p>

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Learning to do		Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6
	<p>By the end of 6 years students</p> <p>will have had opportunities to sing, read, play, create and present ideas in a musical context</p>	<p>Explore elements and characteristics of music through the use of listening and sharing ideas</p> <p>Participate in some form of music making</p> <p>Share and talk about different types of music</p>	<p>Explore elements and characteristics of music through the use of listening and sharing ideas in whole class and group contexts</p> <p>Share and explore different ways to make music with others in a purposeful way</p> <p>Recognise different types of music from a variety of cultures and situations</p>	<p>Explore elements and characteristics of music through creating and presenting musical ideas to others</p> <p>Develop and present music for a specific purpose or audience</p> <p>Identify the importance of different types of music to various cultures and situations</p>
School wide Assessment	Year 1 and 2	Year 3 and 4	Year 5 and 6	
	<p>Teacher observation</p> <p>Children will self assess and peer assess</p>	<p>Teacher observation</p> <p>Children will self assess and peer assess against a specific criteria</p> <p>Formal verbal feedback</p>	<p>Teacher observation</p> <p>Children will self assess and peer assess against a specific criteria</p> <p>Formal verbal feedback</p> <p>Record, listen and respond to a musical performance</p>	

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.

It is expected that the four Arts learning areas will be covered as major and minor topics throughout the year and integrated within the learning.

Learning Area: The ARTS –Visual Arts

	Strands	Year 1 and 2	Year 3 and 4	Year 5 and 6
Core Knowledge (Expected learning	<p>Understanding the Arts in Context</p> <p>Developing Practical Knowledge</p> <p>Developing Ideas</p> <p>Communicating and Interpreting</p>	<p>Students will:</p> <p>Share ideas about how and why their own and others' works are made and their purpose, value and context.</p> <p>Explore a variety of materials and discover elements and selected principles.</p> <p>Investigate visual ideas in response to a variety of motivations, observations, and imagination.</p> <p>Share the ideas, feelings and stories communicated by their own and others' objects and images.</p>	<p>Share ideas about how and why others' works are made and their purpose, value and context.</p> <p>Explore a variety of materials and tools and discover elements and selected principles.</p> <p>Investigate visual ideas in response to a variety of motivations, observations, and imagination.</p> <p>Share the ideas, feelings and stories communicated by their own and others' objects and images.</p>	<p>Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued</p> <p>Explore some art making conventions, applying knowledge of elements and selected principles through the use of materials and processes</p> <p>Develop visual ideas in response to a variety of motivations, observation, and imagination, supported by the study of artists' works</p> <p>Describe the ideas their own and others' objects and images communicate.</p>

	Key Attitude s/Values	Core competencies	Possible whole school Contexts	Thinking skills (Relevant to the learning area)
Learning to be- Embedded over 6 years	<p>Learning in the Arts enables students to develop:</p> <p>Clarify and reflect on their attitudes, beliefs, and values in relation to the arts of their own and other cultures</p> <p>Value the contribution of the arts to their lives, their communities, and the society in which they live</p> <p>Respect for others who hold And express beliefs and values different from their own</p>	<p>Participate and Contribute</p> <p>Communicate</p> <p>Create</p> <p>Open to Learn</p> <p>Manage Self</p>	<p>Participate in workshops, school Art Exhibition, assembly presentations, classroom displays and outside competitions</p>	<p>(It is useful to plan and assess Core Learning through these)</p> <p>Level 1 White Hat, Red Hat List, Match, Describe, Define, Identify</p> <p>Level 2 Yellow Hat, Black Hat Compare/contrast, Classify, Analyse, Cause and effect, Sequence, Rank, Distinguish, Explain, Infer, Synthesise</p> <p>Level 3 Blue Hat, Green Hat Possibilities and choices, Create, Generalise, Evaluate, Predict, Imagine, Apply a principle, Hypothesise, idealise, Action REFLECT</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div>

L e	Core skills at Years 1 and 2	Core skills at years 3 and 4	Core skills at year 5 and 6
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	<p>By the end of 6 years students</p> <p>will have had opportunities to explore and express ideas, a variety of media, tools and techniques through the elements and principles of visual arts</p>	<p>Explore elements and techniques of visual art through stories, artists and personal experiences.</p> <p>Produce a piece of art in 2D or 3D</p> <p>Share and talk about different types of own and others' work</p>	<p>Explore a variety of tools, techniques and materials through a variety of motivations</p> <p>Using the elements and principles of visual art, produce a piece of art in 2D or 3D</p> <p>View and describe the elements and techniques of visual art observed in their own and others' work, including other cultures</p>	<p>Explore a wide range of visual art forms and the messages they convey</p> <p>Using the elements and principles of visual art design and create a visual response to different stimuli</p> <p>Investigate meanings and purposes of a variety of images in different media</p>

	Year 1 and 2	Year 3 and 4	Year 5 and 6
School wide Assessment	<p>Teacher observation</p> <p>Children will self assess and peer assess</p>	<p>Teacher observation</p> <p>Children will self assess and peer assess against a specific criteria</p> <p>Formal verbal feedback</p>	<p>Teacher observation</p> <p>Children will self assess and peer assess against a specific criteria</p> <p>Formal verbal feedback</p>

Overarching statement outlining time allocations, resources and staff belief around importance of the learning area.

It is expected that the four Arts learning areas will be covered as major and minor topics throughout the year and integrated meaningfully where possible.