KAITAIA PRIMARY SCHOOL
New Zealand Curriculum Essence Statements

### *"Inspired and resourceful learners for life."*

English	Learning English encompasses learning the language, learning through the language, and learning about the language. Students will become competent speakers and listeners, writers and readers, presenters and viewers. *Teachers will provide programmes that enable students to:* ● *Make meaning of ideas and information they receive through viewing, listening and reading.* ● *Create meaning for themselves and others by presenting, speaking and writing.* ● *Think critically, and be reflective about information received orally, visually or written.*
	Text Purposes & Audience Ideas & Content Language Features Structure & Organisation
Mathematics & Statistics	Mathematics and Statistics is about students developing effective means for investigating, interpreting, explaining and making sense of the world in which they live," (NZC 2007 p26) Programmes will demonstrate a commitment to increasing student achievement with a focus on Numeracy. Needs based programmes will help ensure all children achieve 'personal' excellence and enable them to transfer mathematical skills and knowledge across all areas of the curriculum. In Strand based Maths topics, the students will investigate real-life situations. They will record their findings and offer sensible, data-informed solutions/outcomes for their Inquiry questions.
	Number & Algebra Geometry & Measurement Statistics
Languages	**Te Reo Maori** **"Ko te reo te mauri o te mana"** **The Language is the heart and soul of the mana of Maoridom.** Te Reo me ona Tikanga are a taonga for all New Zealanders. All children at KPS have the right to learn about our unique culture, values, customs and language as it is something that sets us apart from the rest of the world. In our school we teach Te Reo that relates to all of our children's learning so that throughout the day we can "walk in and out" of Te Reo naturally.
	Communication Language Knowledge Cultural Knowledge
Health & PE	**Health and physical education** programmes at KPS will enable our teachers, pupils, parents, caregivers and school community to have a healthy positive attitude to physical activity and personal health.
	Personal Health & Physical Development Movement Concepts & Motor Skills **Relationships with other People Healthy Communities & Environments**
The Arts	Students will explore, refine and communicate their ideas, experiences and cultural identity through the arts. Using inquiry they will: ● connect with their thinking, imagination, senses and feelings. ● create unique works and respond to the works of others. ● be encouraged to take risks, make decisions, showcase and reflect on their creations.
	Dance Drama Music Visual Art
Science	Learning Science encompasses a way of investigating, understanding and explaining our world and wider universe. *Teachers will provide programmes that enable students to:* ● *Form simple inquiry questions* ● *Investigate using a variety of methods* ● *Gather facts* ● *Make conclusions*
	Nature of Science The Living World Planet Earth and Beyond Physical World Material World
Social Sciences	Social Sciences is about society and citizenship. *Teachers will provide programmes that enable students to:* ● inquire at local, national and world wide levels. ● Use past, present and future contexts.
	Identity, Culture & Organisation Place & Environment Continuity & Change Economic World NZHistories
Technology	Learning about technology is solving problems through design processes. *Teachers will provide students with programs which gives students opportunities to:* ● *Develop skills and understanding* ● *Think in innovative ways* ● *Have a willingness to take risks*
	Technological Practice Technological Knowledge Nature of Technology

ENGLISH - LITERACY

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT

Learning English encompasses learning the language, learning through the language, and learning about the language.
Students will become competent speakers and listeners, writers and readers, presenters and viewers.
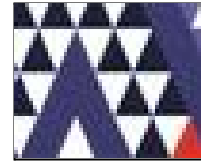
Teachers will provide programmes that enable students to:
- *Make meaning of ideas and information they receive through viewing, listening and reading.*
- *Create meaning for themselves and others by presenting, speaking and writing.*
- *Think critically, and be reflective about information received orally, visually or written.*

STRANDS

The Literacy programme will consist of the two interconnected strands each encompassing oral, written and visual forms of language. The strands consist of:

- Making meaning of ideas or information they receive *(Listening, Reading, Viewing).*
- Creating meaning for themselves or others *(Speaking, Writing, Presenting).*

PROCESSES AND STRATEGIES

The Literacy programme will teach students the underpinning processes and strategies:

Purpose and audience.
Ideas within language contexts.
Language features that enhance texts.
The structure and organisation of text.

INQUIRY IN LITERACY
Inquiry is integral to the Literacy process:
- is a vehicle for sharing and/or acting on what is learned, to practice the skill to inspire, share and convince others.
- is a lifelong skill
- is cross curricular -there are no subject boundaries.
- begins with a question, a topic, or a context of interest
- captures and holds student interest and engagement
- sparks searching and investigating
- develops and extends knowledge and skills through processes of finding, interpreting, and critically evaluating information.

ASSESSMENT

Assessments will be used to inform both the teacher and student and where possible the information gathered will be used collaboratively to plan further learning.
Formative is assessment FOR learning: Day to day, week to week.
Summative is assessment OF learning: Beginning, middle and end of year.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

KPS Writing Progressions Levels 1 - 4
KPS Reading Progressions Levels 1 - 4
Running Records: PROBE, Ready to Read.
eAsTTLe
Reading Rockets

CONCLUSION
In Literacy, students study, use, and enjoy language and literature communicated orally, visually, or in writing.
Success in Literacy is fundamental to success across the curriculum and to achieve at increasingly more complex curriculum tasks.

MATHEMATICS AND STATISTICS - NUMERACY

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT

Mathematics and Statistics is about students developing effective means for investigating, interpreting, explaining and making sense of the world in which they live," (NZC 2007 p26)

Programmes will demonstrate a commitment to increasing student achievement with a focus on Numeracy. Needs based programmes will help ensure all children achieve 'personal' excellence and enable them to transfer mathematical skills and knowledge across all areas of the curriculum.

In Strand based Maths topics, the students will investigate real-life situations. They will record their findings and offer sensible, data-informed solutions/outcomes for their Inquiry questions.
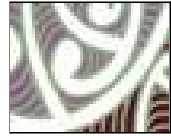
STRANDS

The Numeracy Programme will consist of three separate strands;

Number: (Number Strategies, Number Knowledge) and Algebraic thinking (Equations and Expressions, Patterns and Relationships.)

Geometry: (Shape, Position and Orientation, Transformation) and Measurement (Measurement)
Statistic: (Statistical Investigations, Statistical Literacy, Probability.)

Time allocated to the various stands within the numeracy programme is dependent on year level and achievement levels;

During years 1-4 Number should be the focus of 60-80 percent of the mathematics teaching time.
During years 5 & 6 Number should be the focus of 50-70 percent of the mathematics teaching time.

PROCESSES AND STRATEGIES

The Mathematics programme will teach students the underpinning processes and strategies:

Use symbols, graphs and diagrams to communicate patterns and relationships.

Create models to represent real-life and hypothetical situations.

ASSESSMENT
Overall assessments and expectations in numeracy will be set according to the KPS Benchmarks.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

Junior Assessment in Mathematics
GLOSS
NuMPa
Step Up Resource booklets

CONCLUSION:
Mathematical programmes at Kaitaia Primary will equip students to be effective investigators and interpreters of the world in which they live.
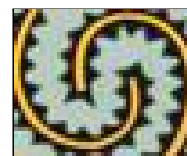
SCIENCE

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT

Learning Science encompasses a way of investigating, understanding and explaining our world and wider universe.

Teachers will provide programmes that enable students to:
- *Form simple inquiry questions*
- *Investigate using a variety of methods*
- *Gather facts*
- *Make conclusions*

STRANDS

The core strand, **Nature of Science**, is required learning for all students up to Year 10 and is the overarching, unifying strand in which students develop the skills, attitudes and values to build a foundation for understanding the world.

The other strands **(Living World, Planet Earth and Beyond, Physical World** and **Material World)** provide contexts for learning and over the years 1-6, programmes should include learning in all four context strands.

PROCESSES AND STRATEGIES:

The Science programme will teach students the underpinning processes and strategies.

INQUIRY IN SCIENCE

Inquiry learning within Science revolves around co-constructing the learning experiences, including experiments and helps develop new models of understanding.

ASSESSMENT
Assessment will be for the purpose of student learning.
Assessments will be used to inform both the teacher and student and where possible the information gathered will be used collaboratively to plan further learning.
Formative is assessment FOR learning: Day to day, week to week.
Summative is assessment OF learning: Beginning, middle and end of year.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

Teacher Observations - Junior School Y3/4
Overall Teacher Judgements based on Assessment Resource Bank (Tasks?)
Invent **Science Progressions**

CONCLUSION:
Science gives students the opportunity for problem solving, testing ideas and making decisions in many areas of life.

SOCIAL SCIENCES

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT
Social Sciences is about society and citizenship.

Teachers will provide programmes that enable students to:
- inquire at local, national and world wide levels.
- Use past, present and future contexts.

STRANDS

The Social Sciences consists of four strands:

- **Identity, Culture and Organisation:** To explore aspects of human society.
- **Place and Environment:** To learn knowledge about how people perceive, represent and interact with places and their environment.
- **Continuity and Change:** By learning about past events and experiences the children will understand the past, the present and imagine the future.
- **Economic World:** To learn about economic activities, consumption, production and distribution of goods and services.

PROCESSES AND STRATEGIES:

The Social Science programme will teach students the underpinning processes and strategies.

INQUIRY IN SOCIAL SCIENCES
Inquiry Learning within Social Science revolves around co-constructing the learning experiences.
Children ask questions, gather information and look at relevant issues, values and others' perspectives using a variety of methods.

ASSESSMENT

Assessment will be for the purpose of student learning.
Assessments will be used to inform both the teacher and student and where possible the information gathered will be used collaboratively to plan further learning.
Formative is assessment FOR learning: Day to day, week to week.
Summative is assessment OF learning: Beginning, middle and end year.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

Overall Teacher Judgement based on Assessment Resource Banks
KPS Social Science Progressions

CONCLUSION:

Social Sciences is the study of the past, to inform the present, using knowledge gained to improve societies and predict for the future.
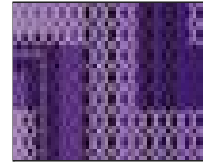
TECHNOLOGY

ESSENCE STATEMENT

Learning about technology is solving problems through design processes.

Teaches will provide students with programs which gives students opportunities to:
- Develop skills and understanding
- Think in innovative ways
- Have a willingness to take risks

STRANDS

The learning area comprises three strands:

Technological Practice
Technological Knowledge
Nature of Technology.

Teaching and learning programmes will integrate all three, though a particular unit of work may focus on just one or two.

Technological areas include:
structural, control, food, information and communications technology and biotechnology.

PROCESSES AND STRATEGIES:

The Technology programme will teach students the underpinning processes and strategies:

INQUIRY IN TECHNOLOGY

Inquiry learning within Technology revolves around co-constructing the learning experiences. It involves a clear method and process used within an environment of innovation and creativity.

ASSESSMENT

Assessment will be for the purpose of student learning.
Assessments will be used to inform both the teacher and student and where possible the information gathered will be used collaboratively to plan further learning.
Formative is assessment FOR learning: Day to day, week to week.
Summative is assessment OF learning: Beginning, middle and end year.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

Technology Progressions
Teacher Observations - OTJ
Assessment Resource Bank
Project results
Student Workbooks
KPS Technology Progressions

CONCLUSION:

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. (NZC 2008).

THE ARTS

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT

Learning in, through, and about the arts gives a deeper understanding of the world around us and where we fit.
Students will explore, refine and communicate their ideas, experiences and cultural identity through the arts.
Using inquiry they will:
- connect with their thinking, imagination, senses and feelings.
- create unique works and respond to the works of others.
- be encouraged to take risks, make decisions, showcase and reflect on their creations.

STRANDS

The Arts programme consists of four disciplines, these being:

Dance
Drama
Music
Visual Art

Through movement, sound, and image the arts transfer peoples creative ideas into expressive works that communicate layered meanings. This is structured around four interrelated strands.

Understanding the arts in context
Developing practical knowledge
Developing ideas
Communicating and interpreting

PROCESSES AND STRATEGIES

The Arts programme will teach students underpinning processes and strategies.

INQUIRY IN THE ARTS
Presentation skills are essential across all four disciplines.
Critical reflection of own work and the works of others.
Innovative ideas about creating and presenting work.

ASSESSMENT
All assessments and expectations in the arts will be set according to the New Zealand Curriculum.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

The Arts: KPS Progressions
Overall Teacher Judgement
Self and Peer assessment
TKI: Years 1 - 6 Charts Elements of Art

CONCLUSION:

Through movement, sound and image the arts transfer peoples creative ideas into expressive works that communicate layered meanings.

HEALTH AND PHYSICAL EDUCATION

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT

Health and Physical Education programmes at Kaitaia Primary School will enable
our teachers, pupils, parents/caregivers and school community to have a
healthy positive attitude to physical activity, personal health and mental health

STRANDS

Four underlining and interdependent concepts are at the heart of this learning area:
> **Hauora**
> **Attitudes and Values**
> **The socio-ecological perspective**
> **Health promotion**

The learning activities in health and physical education arise from the integration of the four
concepts above, the following four strands and their achievement objectives, and the seven key
areas of learning.
The four strands are:
> **Personal Health and Physical Development**
> **Movement Concepts and Motor Skills**
> **Relationships with Other People**
> **Healthy Communities and Environments**

The seven key areas of learning are:
mental health, sexuality education, food and nutrition, body care and physical safety, physical
activity, sport studies, and outdoor education.

PROCESSES AND STRATEGIES

The Health and Physical Education programme will teach students underpinning processes and
strategies:

INQUIRY IN HPE

Health inquiry follows a social inquiry process where preliminary knowledge often arrives in the form
of an observation or new knowledge. The Physical Education inquiry process focuses on
developing physical capability and the application of this to both individual and team encounters.

ASSESSMENT

All Health and PE assessments will follow the guidelines as recommended in the NZC Level 1-3.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

KPS Benchmarks KPS Overview
Teacher Observations
Self and Peer assessment
Senior School Swimming assessment checklist

CONCLUSION:

 To have a healthy positive attitude to physical activity and personal health with MANAWA.

LEARNING LANGUAGES- Te Reo Maori (and other languages)

KPS VISION STATEMENT: Inspired and resourceful learners for life.

ESSENCE STATEMENT

"Ko te reo te mauri o te mana"
The Language is the heart and soul of the mana of Maoridom.

Te Reo me ona Tikanga are a taonga for all New Zealanders. All children at KPS
have the right to learn about our unique culture, values, customs and language as
it is something that sets us apart from the rest of the world.

In our school we teach Te Reo that relates to all of our children's learning so
that throughout the day we can "walk in and out" of Te Reo naturally.

STRANDS

Communication - Students learn to use the language to make meaning.
- Receptive skills of listening, reading and viewing
- Productive skills of speaking, writing and presenting.

Language Knowledge – Students study the language in order to understand how it works. (This
strand helps students to develop greater accuracy of use).

Cultural Knowledge – Students learn about Maori culture and the interrelationship between culture
and language. (Understanding more about themselves and others).

PROCESSES AND STRATEGIES

The Te Reo Maori programme will teach students underpinning processes and strategies:

INQUIRY IN TE REO MAORI

Teachers provide inquiry learning situations that enable students to stand tall, to make
intelligent choices and to learn from their actions, respecting themselves and others through the
wairua of learning te reo Māori.
Teacher knowledge of the language underpins success in this area.

ASSESSMENT

All formal assessments will use a range of procedures for observing and recording individual
students progress according to te pouako aromatawai in the Te Aho Arataki Marau. (Kura Auraki).
Informal assessment will also feature as part of the overall teacher judgement.

ASSESSMENT TOOL LINKS/ BENCHMARKS/PROGRESSIONS

KPS Te Reo Maori Benchmarks
Pre and Post assessments
Self and Peer assessment
Overall Teacher Judgement

CONCLUSION:

Te Reo Maori is the indigenous language of Aotearoa New Zealand, is a taonga and is guaranteed
protection under the Treaty of Waitangi. It has been an official language since 1987. Therefore,
learning te reo Maori has a special place in the NZC and especially at Kaitaia Primary School.