

Year: 2021   2025					
		Term 1	Term 2	Term 3	Term 4
Values		Contribution	Perseverance	Compassion	Excellence
Overarching Concept	Relationships and Community	Relationships and Community	Discovery and Innovation	Time and Space	Health and Well-being
Context	Treaty of Waitangi (Weeks 1-2)	<b>Cultures</b>  Possible Contexts: The cultures of Aotearoa; study other countries/continents - compare with Aotearoa	<b>Migration, Navigation, Exploration</b>  Possible Contexts: <ul style="list-style-type: none"><li>• Migration of Māori: first explorers to Aotearoa</li><li>• Migration of Polynesian peoples to Aotearoa</li><li>• Migration of Chinese, British etc</li><li>• Dawn Raids</li><li>• First explorers to ...</li><li>• Use of stars for navigation</li><li>• Colonisation and urbanisation</li></ul>	<b>Planet Earth: Weather</b>  Possible Contexts: <ul style="list-style-type: none"><li>• Extreme weather (overall: 'Storms' Building Science Concepts Book 50)</li><li>• Extreme weather (specific: hurricanes, typhoons, monsoons, landslides/erosion, lightning/thunder, rain, hail, snow, tornadoes, blizzards, sandstorms, drought)</li><li>• Water cycle ('Water and Weather' Building Science Concepts Book 31)</li><li>• Weathering and Erosion (Building Science Concepts Book 2)</li><li>• Atmospheres ('The Air Around Us' Building Science Concepts Book 30)</li><li>• Earthquakes (Building Science Concepts Book 40)</li></ul> Link to previous <a href="https://niwa.co.nz/education-and-training/schools/teaching-resources/rangi-weather-and-climate-lessons-for-teachers">Wild Weather unit plan</a> : <a href="https://niwa.co.nz/education-and-training/schools/teaching-resources/rangi-weather-and-climate-lessons-for-teachers">https://niwa.co.nz/education-and-training/schools/teaching-resources/rangi-weather-and-climate-lessons-for-teachers</a>	<b>Nutrition, Exercise, Hygiene and Sleep</b>  Possible Contexts: <ul style="list-style-type: none"><li>• Healthy eating</li><li>• Māori Hauora (Te Whare Tapa Wha)</li><li>• Mental Health</li><li>• Skin Smart</li><li>• Smokefree</li><li>• Sun Smart Learning</li><li>• Brushing Teeth</li><li>• Newstart</li><li>• Make Vegetable Cake (School Kit)</li></ul>
Main Curriculum area/s	<b>Social Science</b> (See Aotearoa New Zealand Histories section)  <b>Understand:</b> Māori history is the foundational and continuous history of Aotearoa; Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years; The course of Aotearoa NZ's histories has been shaped by the use of power  <b>Know:</b> Government and Organisation <ul style="list-style-type: none"><li>• Waitangi Day (Years 1-3)</li><li>• Te Tiriti o Waitangi (Years 4-6)</li><li>• Te Tiriti o Waitangi: background (Years 7-8)</li></ul> <b>Do:</b> Thinking critically about the past Identifying values and perspectives	<b>Social Science</b>  <b>Understand:</b> <ul style="list-style-type: none"><li>• People hold different perspectives on the world depending on their values, traditions, and experiences.</li><li>• Māori history is the foundational and continuous history of Aotearoa New Zealand.</li></ul>	<b>Social Science</b>  <b>Understand:</b> <ul style="list-style-type: none"><li>• Interactions change societies and environments.</li><li>• Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.</li></ul>	<b>Science</b>  <b>Earth systems:</b> <ul style="list-style-type: none"><li>• Explore and describe natural features and resources (L1/2)</li><li>• Appreciate that water, air, rocks, soil and life forms make up our planet and recognise that these are also Earth's resources (L3)<ul style="list-style-type: none"><li>◦ Investigate the major features, including the water cycle, that characterise Earth's water reserves, e.g., oceans, rivers, lakes, glaciers, ice-caps, snowfields, clouds</li></ul></li></ul> <b>Interacting systems:</b> <ul style="list-style-type: none"><li>• Describe how natural features are changed and resources affected by natural events and human actions (L1/2)</li><li>• Investigate the water cycle and its effect on climate, landforms, and life (L3/4)<ul style="list-style-type: none"><li>◦ construct a concept map linking stages of water cycle</li><li>◦ use dyes to investigate the effects of changing temperature on convection currents in water</li><li>◦ record daily weather conditions; observe temperature change throughout the day; compare their own daily weather records with online weather reports</li></ul></li></ul>	<b>Health</b> <ul style="list-style-type: none"><li>• Healthy Communities and Environments:<ul style="list-style-type: none"><li>◦ Rights, responsibilities, and laws; People and the environment</li></ul></li><li>• Personal Health and Development:<ul style="list-style-type: none"><li>◦ Personal Growth and Development</li></ul></li></ul>

<p>Aotearoa NZ Histories</p> <p><a href="#">Years 1-3 Know</a></p> <p><a href="#">Years 4-6 Know</a></p> <p><a href="#">Years 7-8 Know</a></p>	<p><b>Understand:</b> Māori history is the foundational and continuous history of Aotearoa Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years; The course of Aotearoa NZ's histories has been shaped by the use of power</p> <p><b>Know:</b> Government and Organisation</p> <ul style="list-style-type: none"><li>• Waitangi Day (Years 1-3)</li><li>• Te Tiriti o Waitangi (Years 4-6)</li><li>• Te Tiriti o Waitangi: background (Years 7-8)</li></ul> <p><b>Do:</b> Thinking critically about the past</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"><li>• Māori history is the foundational and continuous history of Aotearoa NZ;</li><li>• Interactions change societies and environments</li></ul> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• Culture and Collective Identity<ul style="list-style-type: none"><li>◦ Finding a place in Aotearoa New Zealand (Years 7-8)</li></ul></li></ul> <p><b>Do:</b></p> <ul style="list-style-type: none"><li>• Asking rich questions to guide worthy investigations;</li><li>• Identifying values and perspectives;</li><li>• Thinking critically about the past</li></ul> <p><a href="#">Tūhura: Where We Came From</a> (Years 1-3)</p> <p><a href="#">Tūhura: Our Changing Identities</a> (Years 7-8)</p>	<p><b>Understand:</b> All</p> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• Culture and Collective Identity;<ul style="list-style-type: none"><li>◦ Origins and connections</li><li>◦ Origins, voyaging and adaptation/Māori origins, voyaging and adaptation</li><li>◦ Urbanisation and being Māori (Years 7-8)</li></ul></li><li>• Place and Environment</li></ul> <p><b>Do:</b></p> <p><a href="#">Dawn Raids</a> (Teaching Resource: Years 1-10)</p> <p><a href="#">Tūhura: Migration and Settlement Stories</a> (Years 4-6)</p> <p>(see Reading for Journal Stories that reflect these UKD)</p> <p><a href="#">Matariki</a></p>	<p>Place and Environment?</p> <ul style="list-style-type: none"><li>• <a href="#">Water Cycle</a></li><li>• <a href="#">Weather</a></li><li>• <a href="#">Earthquakes</a></li><li>• <a href="#">Estuaries</a></li></ul>	<p><a href="#">Using Te Whare Tapa Whā for learning about wellbeing: activities for year 1-8 ākonga</a></p>
--	---	---	--	---	---

Maths	<p><b>Understand:</b></p> <ul style="list-style-type: none"><li>• The interface between mātauranga Māori and mātauranga mathematics and statistics offers opportunities for insights that uphold the integrity of each knowledge system.</li><li>• Mathematics and statistics have a continuous, evolving human history.</li></ul> <p>Know:</p> <ul style="list-style-type: none"><li>• Number</li></ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"><li>• The world is characterised by change and variation that we use mathematics and statistics to understand.</li><li>• Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li></ul> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• Number</li><li>• Statistics</li><li>• Space</li></ul> <p>Ideas:</p> <p>Statistical Investigation/Literacy: Comparing statistical data of a country within itself or with New Zealand; Viewing graphs and understanding (reading) them</p> <p>Position and Orientation (Geometry): Maps of a particular country (simple); co-ordinates; North, South, East, West; Integrate with computational thinking (Technology)</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"><li>• The world is characterised by change and variation that we use mathematics and statistics to understand.</li><li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li></ul> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• Number</li><li>• Measurement</li><li>• Space</li></ul> <p>Ideas:</p> <p>Measurement: Length (distance/time); Area and volume</p> <p>Position and Orientation (Geometry): Maps of a particular country (simple); co-ordinates; North, South, East, West; Integrate with computational thinking (Technology)</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"><li>• Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li><li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li></ul> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• Number</li><li>• Measurement</li><li>• Probability</li></ul> <p>Ideas:</p> <p>Measurement:Measuring rainfall, temperature; Problems involving temperature and time (including integers)</p> <p>Probability: Likelihood of rain, likelihood of disasters etc</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"><li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li></ul> <p><b>Know:</b></p> <ul style="list-style-type: none"><li>• Number</li><li>• Measurement</li><li>• Fractions</li></ul> <p>Ideas:</p> <p>Measurement: Measuring food weights; Measuring area and volume of food packages; Comparing sizes of fruits; comparing healthiness of foods; Time (of digestion; of sleep)</p> <p>Fractions: Portions of food</p>
-------	--	---	--	---	---

Literacy	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Literature, language, and texts embody power relationships</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others</li> <li>The stories of Aotearoa New Zealand are unique taonga tuku iho</li> <li>Communication depends on shared codes and conventions</li> </ul> <p><b>Writing:</b> Ideas, Structure and Language (see Genres below), Descriptive/persuasive vocabulary, Sentence Structure, Punctuation</p> <ul style="list-style-type: none"> <li>Information Report (countries/country/cultures)</li> <li>Recount (about a time you went to a different place)</li> <li>Description (describe culture: food, celebrations)</li> </ul> <p><b>Speaking and Listening/Viewing and Presenting:</b> Present a presentation to the class about their own culture or a different culture (or element of a culture)</p> <ul style="list-style-type: none"> <li>Present and view a slideshow of their learning</li> <li>Presenting and viewing different cultural performances</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others;</li> <li>The stories of Aotearoa New Zealand are unique taonga tuku iho;</li> <li>Literature, language, and texts embody power relationships</li> <li>Communication depends on shared codes and conventions</li> </ul> <p><b>Writing:</b> Ideas, Structure and Language (see Genres below), Organisation, Formal/scientific language, Punctuation</p> <ul style="list-style-type: none"> <li>Information Reports (about a route of migration/exploration)</li> <li>Explanations (how a boat works etc)</li> <li>Instructions (how to get to a location)</li> <li>Recount (about a time you went exploring)</li> </ul> <p><u>Resources that reflect ANZH/SS and Eng UKD:</u></p> <ul style="list-style-type: none"> <li><a href="#">Our Stories: Pacific Peoples</a> (Years 4-8)</li> <li><a href="#">Our Stories: Chinese Histories</a> (Years 4-8)</li> <li><a href="#">Our Stories: Refugee Histories</a> (Years 4-8)</li> <li><a href="#">Our Stories: NZ Indians</a> (Years 4-8)</li> <li><a href="#">Connections Across the Pacific</a> (Years 4-6)</li> </ul> <p>Novel Ideas: The Explorer; Hatchet; Dawn Raids; Navigation</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Stories are a source of joy and nourishment.</li> <li>Communication depends on shared codes and conventions</li> </ul> <p><b>Writing:</b> Ideas, Structure and Language (see Genres below), Organisation, Formal/scientific language, Punctuation</p> <ul style="list-style-type: none"> <li>Information Reports (water cycle; types of weather); newspaper article (extreme weather)</li> <li>Explanations (how a temperature gauge works)</li> <li>Recount (about a time you experienced rain, snow, hail, thunder, lightning etc)</li> <li>Description (describe images of extreme weather)</li> <li>Poetry (describing seasons, weather)</li> </ul> <p><b>Speaking and Listening/Viewing and Presenting:</b></p> <ul style="list-style-type: none"> <li>Present and listen a presentation about a form of weather</li> <li>Present and view a presentation about a form of weather</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Communication depends on shared codes and conventions</li> <li>Literature, language, and texts embody power relationships.</li> </ul> <p><b>Writing:</b> Ideas, Structure and Language (see Genres below), Organisation, Formal/scientific language, Punctuation</p> <ul style="list-style-type: none"> <li>Information report (healthy eating; importance of balance)</li> <li>Argument/persuasive writing (lollies or sugar should be illegal)</li> <li>Description (images of healthy food and healthy behaviours)</li> <li>Recount (healthy experiences)</li> </ul> <p><b>Speaking and Listening/Viewing and Presenting:</b></p> <ul style="list-style-type: none"> <li>Present a student-designed exercise programme</li> <li>View exercise programme presentations and give feedback</li> <li>Present a student-designed exercise programme</li> <li>View exercise programme presentations and give feedback</li> </ul>
----------	--	--	--	--	--

<p>The Arts</p>		<p>Visual Art: Explore and produce the art of the country/culture of study</p> <p>Discuss how different groups of people use clothing and personal adornment to express their identity, role, or status in society. Observe, and make drawings or paintings of, a peer in dress-up or a community member dressed in role. View and discuss a selection of group or individual portraits that reflect social and cultural identity (UC PK DI CI)</p> <p>View examples of contemporary Aboriginal paintings. Talk about the artists’ methods and the motifs and symbols used to tell stories in the works. Design personal motifs and symbols, using line, pattern, and a limited colour range. Make a painting that uses the motifs and symbols to tell a personal story. (UC PK DI CI)</p> <p>Investigate examples of traditional tivaevae and the ways in which such quilts are made and valued within a community. Explore and discuss the significance of traditional patterns, symbols, and colours used in tivaevae quilts. Work in groups to develop motifs and symbols that use the local natural environment as subject matter. Work collaboratively with textile materials and methods to make appliqué squares for use in a tivaevae. (UC PK DI CI)</p> <p>Investigate selected symbols and motifs that are unique to class members’ cultural heritages. Make drawings that integrate such images into a design for an item of personal adornment that expresses cultural identity (e.g., an item of jewellery, a mask)</p> <p>Music: Explore and produce the music of the country or culture of study</p> <p>Learn and present song/music at Cultural Day paying attention to keeping in time, phrasing, tempo, and dynamics.</p> <p>Learn and present a song from a previous era in a different culture. Investigate its origins and discuss and make links between how the music may have been performed in the past and how it might be performed now.</p> <p>Drama:  Role plays of the way the country/culture of study interacts and performs tasks</p> <p>Brainstorm in groups the many ways in which drama features in communities. Collate the results of the brainstorming according to the purpose of each drama (e.g., to entertain, commemorate).</p> <p>Explore how objects can have different significance in people’s everyday lives in a variety of cultures (e.g., candles in a religious ceremony, birthday, or lantern festival).</p> <p>Dance:  Identify and share the ways people greet each other</p>	<p>Visual Art:  View and talk about the works of artists who use found materials to create art works in the natural environment. In an outside setting and in groups, arrange collected natural materials to make designs and pictures, exploring elements (e.g., shape, line, colour, texture) and principles (e.g., repetition). Record outcomes, using appropriate technologies (e.g., a digital or video camera)</p> <p>View a public art work (e.g., a sculpture, mural) that tells a story about an inventor. Talk about and share possible meanings in the art work.</p> <p>Look at and discuss the painting techniques and conventions used in the work of a contemporary New Zealand artist whose work deals with colonialism and post-colonialism. Observe and record visual information from local examples of architecture, landscape, or still life subject matter. Use this information in a series of paintings that explores the techniques, conventions, and ideas found in the works of the artist studied.</p> <p>Drama: Talk about the clues suggested by a found object (e.g., a bag, coat, letter, piece of paua shell). In separate groups, create and share scenes from the life of the person who might have owned this object. Talk about the differences and similarities between the groups’ interpretations.</p> <p>Using as a starting-point an art work, photograph, or everyday object from another historical period, improvise group dramas that document or comment on an aspect of that period. View each others’ dramas and discuss how well they extended understanding of the period.</p> <p>Develop a series of freeze-frame images to highlight key moments from a historical event. Record the images for analysis and to develop them into a scripted drama. Rehearse the drama to refine the use of space and focus and to build the tension of the historical event.</p> <p>Role plays of migration - how migrants were/are treated</p> <p>Music: Learn and present a song from a previous era. Investigate its origins and discuss and make links between how the music may have been performed in the past and how it might be performed now (CI, UC); Learn and present a song from a previous era. Investigate its origins and discuss and make links between how the music may have been performed in the past and how it might be performed now (CI, UC) Experiment with contrast by manipulating a range of found, vocal, instrumental, and electronic sounds. Listen to others’ experiments and identify how the sounds are made, altered, and combined.</p> <p>Discuss and describe the uses of music in radio, television, and computers. Create and share brief examples of media music for specific purposes (e.g., station identification, advertising jingles, computer games)</p> <p>Dance:  Develop movements and dance ideas in response to images (e.g., a toaster, the movement of a weta) drawn from</p>	<p>Visual Art:  Observe colours, shapes, textures, and patterns of leaves while on an autumn walk. Exploring the elements of line, shape, and pattern, make drawings and rubbings from collected natural materials. Follow simple steps to create a card block for printmaking, or develop ideas for a collage, using torn or cut paper. Talk about the ideas in the finished works and respond to the work of others in the class</p> <p>Music:  Listen to music that has a wide range of sounds (e.g., loud and soft, fast and slow, high and low, long and short) and move in ways that reflect these sounds.</p> <p>Use voices to explore contrasts between sounds (e.g., loud and soft, high and low, long and short, fast and slow). Use the results to create sound pictures inspired by environmental features of the local area.</p> <p>Drama:  Talk about characters from stories and then, in groups, develop and share freeze-frame images to represent specific moments from the stories. Talk about how the images convey feelings and information.</p> <p>In small groups, create a drama that uses body shapes to represent weather and its qualities, with one member of the group narrating a story that describes the moods and contrasts of weather.</p> <p>Dance:  Explore the element of energy by moving in response to a variety of action words (e.g., floating, exploding, melting, growing) PK</p> <p>Develop movements and dance ideas in response to images (e.g.,storm, rain, hurricane, waterways) drawn from current classroom themes or topics.</p>	<p>Visual Art: Experiment with a range of wet and dry media and found materials to create lines and marks that have different qualities. Describe the lines and marks used by class members and suggest the feelings that these lines and marks might express</p> <p>Explore the details of own facial features through touch. Using mirrors and photographs, make observation based line drawings to produce a self-portrait.</p> <p>Music: Use a variety of sounds and movements to enhance a story, pakiwaitara, poem, or song related to health and wellbeing</p> <p>Respond through movement to music that includes a variety of tone colours, metres, tempos, and contrasting sounds. Use appropriate words and symbols to describe and compare the sounds (e.g., the “brushing” on a drum, the “rush” of fine shingle in a rainmaker).</p> <p>Drama: Role plays of healthy and unhealthy choices. For example food, what we watch, games we play online, music that we listen to etc and how these impact our lives in a positive way or not.</p> <p>Dance: Create a movement to depict an action relating to getting up in the morning or going to sleep. Individually explore different ways of doing this movement (e.g., by making it bigger, smaller, faster, slower). Choose the most effective version and share it with others. Select movements from three different students and link them to make a short movement sequence. Copy the sequence together. Repeat this with other students’ movements (DI, PK, CI)</p> <p>Move in different directions and levels with different body shapes and pathways. From a selection of movements, make a dance about arriving and leaving. Share the dance with others. (PK, DI, CI)</p>
-----------------	--	--	---	--	--

		<p>in different cultures. Find out about and describe a dance used within a welcoming ceremony, and learn and present it as a greeting for visitors. Create original dances of welcome and present them to others. (UC, CI, DI)</p> <p>View a dance performance and describe what the dance is about, what its purpose is, and how movements and groupings are used to convey its meaning and purpose. Identify and record the images suggested by the dance (CI, UC)</p> <p>Identify, view, and talk about one or more dances used to celebrate cultural occasions (e.g., the dragon dance at Chinese New Year, the English morris dance on May Day). Select, learn about, rehearse, and present an appropriate dance to contribute to the celebration of a particular cultural occasion in the school or local community. (UC, CI)</p> <p>Investigate the who, what, when, why, where, and how of social dance gatherings in a variety of cultures (e.g., barn dances, ceilidhs, balls, corroborees). Select a particular social dance gathering and learn dances appropriate to it. Using the dance vocabulary of one of these dances, choreograph an original class dance. Present the dance to others at a school or community social dance evening. (UC, PK, DI, CI)</p> <p>Find out about dances used within wedding ceremonies of different cultures. Describe how the purpose and features of each dance relate to the ceremony. (UC)</p>	<p>current classroom themes or topics.</p> <p>Investigate the workings of simple machines. Individually select and make a machine action (e.g., that of a piston, wheel, lever). Share this action with others and contribute it to the creation of a group machine.</p> <p>Suggest through movement how an electric circuit works. Investigate how energy can be transferred from one body part to another or from one person to another. Using these experiences, develop a group sequence that shows how movement can be passed through an individual body and then on to others in a complete circuit. (PK, DI)</p>		
Te Reo Māori		Whakatauki (compare with other countries)	Communicate about location and direction	Te Huarere (The Weather)	Te Whare Tapa Wha; Hauora
Technology		<p>Computational Thinking</p> <ul style="list-style-type: none"><li>Give, follow instructions and debug programmes (Exemplar 3 - Getting to the Hive; Exemplar 6 - Dance Moves) - integrate with Position and Orientation.</li></ul>	<p>Computational Thinking</p> <ul style="list-style-type: none"><li>Give, follow instructions and debug programmes (Exemplar 3 - Getting to the Hive; Exemplar 6 - Dance Moves) - integrate with Position and Orientation.</li></ul>	<p>Nature of Technology: Characteristics of Technology</p> <ul style="list-style-type: none"><li>Understand that technology is purposeful intervention through design (L1)</li><li>Understand that technology both reflects and changes society and the environment and increases people's capability (L2)</li><li>Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function (L3)</li><li>Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines (L4)</li></ul> <p>Timeline of the Technologies for Measuring the Weather:</p> <ul style="list-style-type: none"><li><a href="https://www.sciencelearn.org.nz/interactive_timeline/9-measuring-the-weather-a-timeline">https://www.sciencelearn.org.nz/interactive_timeline/9-measuring-the-weather-a-timeline</a></li></ul>	<p>Technological Practice</p> <ul style="list-style-type: none"><li>Design an exercise programme suitable for a specific age group</li></ul>
EOTC		Cultural Day			Gym excursion, Bush walk/hike

Year: 2022   2026					
		Term 1	Term 2	Term 3	Term 4
Values		Love	Courage	Integrity	Worship
Overarching Concept		<b>Identity and Belonging</b> <i>Created in the image of God we find our true purpose and meaning in a relationship with Him</i>	<b>Conflict and Change</b>	<b>Environment and Sustainability</b>	<b>Creativity and Imagination</b>
Context	<b>Treaty of Waitangi</b> (Weeks 1-2)	<b>Ko Wai Au? Who am I?</b>  Possible Contexts: Personal Identity, Mental Health, Resilience, Clubs, Church, Family, Strengths, Gifts and Talents, Inclusion and Exclusion, Bias, Racism, Growth Mindset	<b>History: Change/Conflict</b>  Possible Contexts: Colonisation, New Zealand Wars, World Wars, Changes in time	<b>Forces/Energy</b>  Possible Contexts: Electricity, Light, Sound, Magnetism, Forces, Waves, Heat, Sources/Forms of Energy	<b>Artastic!</b>  Possible Contexts:
Main Curriculum area/s	<b>Social Science</b> (See Aotearoa New Zealand Histories section)	<b>Health/Social Science:</b>  <b>Understand:</b> <ul style="list-style-type: none"> <li>Interactions change societies and environments.</li> <li>People's lived experiences have been shaped by the use and misuse of power</li> <li>People hold different perspectives on the world depending on their values, traditions, and experiences.</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Culture and Collective Identity</li> <li>Place and Environment</li> </ul>	<b>Social Science</b>  <b>Understand:</b> <ul style="list-style-type: none"> <li>Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years;</li> <li>The course of Aotearoa NZ's histories has been shaped by the use of power</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Culture and Collective Identity;</li> <li>Government and Organisation</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Identifying and exploring historical relationships</li> </ul> Culture and Identity: Years 4-6: Responses to War  Government and Organisation Years 1-3: Waitangi Day Years 4-6: Te Tiriti o Waitangi; Governing and Equity Years 7-8: Te Tiriti o Waitangi; Mana in Māori Society; Colonial Power in the Pacific; <a href="#">A Struggle for Land and Sovereignty</a>	<b>Science</b>  <b>Investigating in science:</b> Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models (L1/2) Build on prior experiences, working together to share and examine their own and others' knowledge (L3/4) Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations (L3/4)  <b>Communicating in science:</b> Build their language and develop their understandings of the many ways the natural world can be represented (L1/2) Begin to use a range of scientific symbols, conventions, and vocabulary (L3/4) Engage with a range of science texts and begin to question the purposes for which these texts are constructed (L3/4)  <b>Physical World</b> Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves and heat (L1/2) Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves and heat (L3/4)  <a href="#">Light and Colour</a> <a href="#">Sound</a>	<b>The Arts:</b> Music, Art, Film, Drama, Dance, Photography
Aotearoa NZ Histories  <a href="#">Years 1-3 Know</a> <a href="#">Years 4-6 Know</a> <a href="#">Years 7-8</a>	<b>Understand:</b> Māori history is the foundational and continuous history of Aotearoa Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years; The course of Aotearoa NZ's histories has been shaped	<b>Understand:</b> <ul style="list-style-type: none"> <li>Māori history is the foundational and continuous history of Aotearoa</li> <li>Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories</li> </ul> <b>Know:</b>	<b>Understand:</b> <ul style="list-style-type: none"> <li>Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years;</li> <li>The course of Aotearoa NZ's histories has been shaped by the use of power</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Culture and Identity;</li> <li>Government and Organisation</li> </ul>		

Know	<p>by the use of power</p> <p><b>Know:</b> Government and Organisation</p> <ul style="list-style-type: none"> <li>Waitangi Day (Years 1-3)</li> <li>Te Tiriti o Waitangi (Years 4-6)</li> <li>Te Tiriti o Waitangi: background (Years 7-8)</li> </ul> <p><b>Do:</b> Thinking critically about the past</p>	<ul style="list-style-type: none"> <li>Culture and Identity</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Thinking critically about the past</li> </ul>	<p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Identifying and exploring historical relationships</li> </ul> <p>Culture and Identity: Years 4-6: Responses to War</p> <p>Government and Organisation Years 1-3: Waitangi Day Years 4-6: Te Tiriti o Waitangi; Governing and Equity Years 7-8: Te Tiriti o Waitangi; Mana in Māori Society; Colonial Power in the Pacific; <a href="#">A Struggle for Land and Sovereignty</a></p>		
Maths	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The interface between mātauranga Māori and mātauranga mathematics and statistics offers opportunities for insights that uphold the integrity of each knowledge system.</li> <li>Mathematics and statistics have a continuous, evolving human history.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is full of patterns and structures that we use mathematics and statistics to understand.</li> <li>Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Statistics</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is characterised by change and variation that we use mathematics and statistics to understand.</li> <li>The world is full of patterns and structures that we use mathematics and statistics to understand.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Measurement</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li> <li>The world is full of patterns and structures that we use mathematics and statistics to understand.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Probability</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is full of patterns and structures that we use mathematics and statistics to understand.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Shape</li> </ul>
Literacy	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Literature, language, and texts embody power relationships</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>The stories of Aotearoa New Zealand are unique taonga tuku iho.</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Letters of introduction, recounts</p> <p><b>Reading:</b> Novel Ideas: Wonder; The Distance between Me and the Cherry Tree; Hatchet; Wink; The Boy at the Back of the Class</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Talk about personal photos Retell stories from when our grandparents were our age Create a static image - personal identity View static images</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>Literature, language, and texts embody power relationships.</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Arguments, newspapers</p> <p><b>Reading:</b> Conflict Novels: An Elephant in the Garden; Waiting for Anya; War Horse; Goodnight Mister Tom; The War That Saved my Life; Refugee; The Lion, the Witch and the Wardrobe; Number the Stars; Then; Once; Diary of Anne Frank; The Book Thief</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Retell stories from when our grandparents were our age Conversations on the phone (phone etiquette) A study of newspaper layout</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>Literature, language, and texts embody power relationships.</li> <li>Stories are a source of joy and nourishment.</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Information Reports</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Present a presentation on a force Listen to presentations and peer-assess</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>Stories are a source of joy and nourishment.</li> <li>Communication depends on shared codes and conventions.</li> </ul>
The Arts		<p>Visual Art: Use photographs, photocopies, images, and selected opaque and transparent materials to create a composite, mixed-media image reflecting personal identity or self-concept. Look at and compare how artists have expressed ideas about themselves in</p>	<p>Visual Art: Use drawing to make a study of a building of a particular architectural style or period. Use lines to describe structural shape and perspective, and use light and dark tones and colour to describe three-dimensional form. Discuss ways in which the style and features of</p>		<p>Visual Art: View an exhibition of wearable art and talk about the themes, materials, construction methods, and designs of the garments. Develop designs for a wearable art item based on a class topic or theme. Use recycled and natural materials and appropriate</p>

		still life and portrait paintings and in photographs (PK DI CI);  Drama - role plays, role on the wall	the building reflect its period, significance, or purpose (PK DI UC) Drama: In groups, devise and share a mime that explores the tension in a situation of conflict. Discuss the use of gesture and facial expression and record reactions to the experience of working in mime (PK DI CI); role plays		construction methods to make the garment, keeping in mind safe and appropriate use of tools and equipment (UC, CI, DI, PK)
Te Reo Maori		My whanau, Pepeha/Nga Mihi, Whakapapa	Greetings in Maori	Colours/Nga Tae	Waiata
EOTC			The Museum		

Year: 2023   2027					
		Term 1	Term 2	Term 3	Term 4
Values		Compassion	Excellence	Perseverance	Contribution
Overarching Concept		Relationships and Community	Time and Space	Environment and Sustainability	Discovery and Innovation
Context	Treaty of Waitangi (Weeks 1-2)	<b>Cultures</b>  Possible Contexts: The cultures of Aotearoa; study other countries/continents - compare with Aotearoa	<b>Space</b>  Possible Contexts: Night and Day, Season, The Sun, The Solar System; Individual Planets; The Moon, Space Technology, Astronauts, Traveling to space, Matariki; Rockets; Our star, the sun: Life and time in the solar system (BSC 20); Solar Energy: Sun power on earth (BSC 29) The night sky: Patterns, observations and traditions (BSC 28) The Moon: Orbits, appearances and effects (BSC 8) Exploring space: discovering our place in the universe (BSC 27)	<b>Sustainability of the Living World</b>  Possible Contexts: The Bush (BSC 7); Soil Animals (BSC 6); Slugs and Snails (BSC 45); Spiders (BSC 62); Biodiversity/Growing a Garden; Mammals (BSC 55); Life between the Tides (BSC 21); Birds (BSC 3), Sea Cleaners Kit (Year 1-6 School Kit)	<b>Enterprise/Market</b>  Market Day
Main Curriculum area/s	<b>Social Science</b> (See Aotearoa New Zealand Histories section)  <b>Understand:</b> Māori history is the foundational and continuous history of Aotearoa; Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years; The course of Aotearoa NZ's histories has been shaped by the use of power  <b>Know:</b> Government and Organisation <ul style="list-style-type: none"> <li>Waitangi Day (Years 1-3)</li> <li>Te Tiriti o Waitangi (Years 4-6)</li> <li>Te Tiriti o Waitangi: background (Years 7-8)</li> </ul> <b>Do:</b> Thinking critically about the past Identifying values and perspectives	<b>Social Science</b>  <b>Understand:</b> <ul style="list-style-type: none"> <li>People hold different perspectives on the world depending on their values, traditions, and experiences.</li> <li>Māori history is the foundational and continuous history of Aotearoa New Zealand.</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Culture and Identity               <ul style="list-style-type: none"> <li>Finding a place in Aotearoa NZ</li> </ul> </li> </ul>	<b>Science (Planet Earth and Beyond)</b> <b>Planet Earth and Beyond</b> <ul style="list-style-type: none"> <li>Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth (L1&amp;2)</li> <li>Investigate the components of the solar system, developing an appreciation of the distances between them (L3&amp;4)</li> </ul> <b>Nature of Science</b> <ul style="list-style-type: none"> <li>Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.</li> <li>Build on prior experiences, working together to share and examine their own and others' knowledge.</li> </ul>	<b>Science (Living World)/ Social Science (Sustainability)</b> <b>Ecology</b> <ul style="list-style-type: none"> <li>Recognise that living things are suited to their particular habitat (L1/2)</li> <li>Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced (L3/4)</li> </ul>	<b>Technology</b> <b>Technological Practice:</b> <ul style="list-style-type: none"> <li>Designing and developing materials outcomes</li> <li>Design and visual communication</li> </ul>
Aotearoa NZ Histories  <a href="#">Years 1-3 Know</a>	<b>Understand:</b> Māori history is the foundational and continuous history of Aotearoa Colonisation and	<b>Understand:</b> <ul style="list-style-type: none"> <li>Relationships and connections between people and across boundaries have shaped the course of Aotearoa NZ's histories</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>Māori history is the foundational and continuous history of Aotearoa NZ</li> </ul> <b>Know:</b> <b>Do:</b>	<b>Understand:</b> <ul style="list-style-type: none"> <li>The course of Aotearoa NZ's histories has been shaped by the use of power</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Place and Environment</li> </ul>	<b>Understand:</b> <ul style="list-style-type: none"> <li>The course of Aotearoa NZ's histories has been shaped by the use of power</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Economic Activity</li> </ul>

<a href="#">Years 4-6 Know</a> <a href="#">Years 7-8 Know</a>	<p>settlement have been central to Aotearoa NZ's histories for the past 200 years; The course of Aotearoa NZ's histories has been shaped by the use of power</p> <p><b>Know:</b> Government and Organisation</p> <ul style="list-style-type: none"> <li>Waitangi Day (Years 1-3)</li> <li>Te Tiriti o Waitangi (Years 4-6)</li> <li>Te Tiriti o Waitangi: background (Years 7-8)</li> </ul> <p><b>Do:</b> Thinking critically about the past</p>	<ul style="list-style-type: none"> <li>Māori history is the foundational and continuous history of Aotearoa NZ</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Culture and Identity <ul style="list-style-type: none"> <li>Finding a place in Aotearoa NZ</li> </ul> </li> </ul> <p><a href="#">Raureka</a>  <a href="#">Tūhura: Where We Came From</a> (Years 1-3)  <a href="#">Tūhura: Our Changing Identities</a> (Years 7-8)</p>	<ul style="list-style-type: none"> <li>Retell a story from the past and talk about how other people might tell it differently. Eg. How people used the sun to tell the time compared to now.</li> </ul> <p><a href="#">Matariki Navigation</a>  <a href="#">Aotearoa in Space</a>  <a href="#">Satellites</a></p>	<p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Interpreting past experiences, decisions and actions</li> </ul> <p>(in the context of relationships with plants and animals and issues with their control, use and protection).</p> <p><a href="#">Te Pouākai</a>  a gigantic (now extinct) manu of legendary fame in te ao Māori  <a href="#">Mahinga Kai</a>  <a href="#">Birds</a>  <a href="#">Ecology</a></p>	<p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Interpreting past experiences, decisions and actions</li> </ul> <p><a href="#">Pōhā: A clever way of storing food</a>  <a href="#">Innovation</a>  <a href="#">Ideas for Inquiry Units - Education for Enterprise</a></p>
Maths	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The interface between mātauranga Māori and mātauranga mathematics and statistics offers opportunities for insights that uphold the integrity of each knowledge system.</li> <li>Mathematics and statistics have a continuous, evolving human history.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is characterised by change and variation that we use mathematics and statistics to understand.</li> <li>Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Statistics</li> <li>Space</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is characterised by change and variation that we use mathematics and statistics to understand.</li> <li>Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Measurement</li> </ul> <p>Ideas: Measurement: Time, Solar System Code breaker,</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is characterised by change and variation that we use mathematics and statistics to understand.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Algebra</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>The world is characterised by change and variation that we use mathematics and statistics to understand.</li> <li>Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Statistics</li> </ul>
Literacy	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Literature, language, and texts embody power relationships</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>The stories of Aotearoa New Zealand are unique taonga tuku iho.</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Information reports, poetry, narratives, instructions, descriptions</p> <p><b>Reading:</b> Novels Ideas: An Elephant in the Garden; Waiting for Anya; War Horse; Goodnight Mister Tom; The War That Saved my Life; Refugee; The Lion, the Witch and the Wardrobe; Number the Stars (Europe) The Explorer (Sth America) Finding; Mission Girl (NZ) Coastwatchers (Solomon Islands) The Happiest Refugee (Vietnam-Australia) Listen to stories from other cultures Retell a story</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Host a Human Library</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Information reports, poetry, descriptions</p> <p><b>Reading:</b> Novel Ideas: We Dream of Space</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Present information about their space learning (powerpoints, videos) - either to class or on Seesaw Present information about their space learning (powerpoints, videos) - either to class or on Seesaw</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>Stories are a source of joy and nourishment</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Explanation (life cycles), descriptions, poetry, narratives, information reports, persuasives</p> <p><b>Reading:</b> Novel Ideas: The Peco Incident; When Cuckoos Call; The One and Only Ivan</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Posters that encourage others to reduce, reuse and recycle</p> <p>Novels: How to Bee (Bren MacDibble)</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Language and literature give us insights into ourselves and others.</li> <li>Communication depends on shared codes and conventions.</li> </ul> <p><b>Writing:</b> Advertising poster/Letter to businesses, parents/school community, invitations to Market Day</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Take turns speaking and listening in groups as they brainstorm ideas and plan for Market Day Advertisements</p>

		Present role-plays			
The Arts		<p>Music: Sing, from memory, action songs and chants from different cultures. Adapt an existing song or chant to create or shape new ideas (e.g., by changing the tempo, dynamics, mood). Create an original chant, drawing on personal experience and imagination (PK, DI, CI, UC)</p> <p>Dance: Explore dance from different cultures (UC)</p> <p>Visual Art: Explore art from different cultures E.g; Dot art, pacifica patterns (UC, PK)</p>	<p>Visual Art: Space art - drawing, painting (PK)</p> <p>E.g Cardboard tube rocket Paper mache planets</p>	<p>Music: Make a musical statement (e.g., a rap, advertising jingle) about sustainability/conservation (DI, CI, UC); Use voices to explore contrasts between sounds (e.g., loud and soft, high and low, long and short, fast and slow). Use the results to create sound pictures inspired by environmental features of the local area (PK, DI); Create an environment using body shape and movement. In groups, move as creatures through the environment (PK, DI)</p> <p>Visual Art: Observe colours, shapes, textures, and patterns of leaves while on a walk. Explore the elements of line, shape, and pattern, make drawings and rubbings from collected natural materials. Follow simple steps to create a card block for printmaking, or develop ideas for a collage, using torn or cut paper. Talk about the ideas in the finished works and respond to the work of others in the class (PK, DI, CI)</p>	<p>Visual Art: View several television advertisements and discuss their purpose, sequence of ideas, and images. Investigate a given theme to develop ideas for an original advertisement. Work collaboratively to develop a storyboard for a short video based on the theme (UC CI DI)</p>
Te Reo Māori		Tuakana/Teina	<p>Words for planets, stars and the moon Matariki Celebration Matariki Holiday July 14th</p>	Animal or plant names	<p>Kete: Look at a variety of woven objects (e.g., kete, mats, cloaks) and talk about their purpose, their significance, and ways they were made. Use paper to experiment with weaving methods, and select a variety of papers to weave kete for Market Day</p>
Technology			Refer to Ann	Host a fashion show showcasing students art that they've created from recycled materials.	Technological Practice
EOTC			<p>Night Sky Party (remember when choosing the date for this to keep in mind a date when the moon will be visible in the night sky and that doesn't interfere with writing reports)</p>	Trip to Queens Park to look at animals, plants, aviary etc/bush walk to observe animals, plants; rocky shore	Market Day at school

Year: 2024					
		Term 1	Term 2	Term 3	Term 4
Values		Love	Worship	Courage	Integrity
Overarching Concept		Identity and Belonging	Health and Well-Being	Creativity and Imagination	Conflict and Change
Context	Treaty of Waitangi (Weeks 1-2)	<b>Boundaries (Kia Kaha and Keeping Ourselves Safe)</b>  Possible Contexts: <a href="#">Kia Kaha; Keeping Ourselves Safe Identity and Self Worth</a> <a href="#">Explore the 'New Zealand' identity</a> Dove Self-Esteem Kit (Year 4-8 School Kit) Respectful Relationships (Year 0-3 School Kit) Mental Health	<b>The Human Body</b>  Possible Contexts: Body systems; Brushing Teeth; How we breathe; Mental Health; Model of the human brain; Model of the human heart; Muscles of the human body; Keeping your body healthy; Why do I sneeze? Why do I cough? Where does food go when I eat?	<b>Inventions and Inventors</b>  Possible Contexts: The Fastest Indian; Instruments; Music genres; Architecture; Technology; Simple machines	<b>Chemical Changes</b>  Possible Contexts: <a href="#">Acids and Bases</a> , Kitchen Chemistry, Eggs (BSC 57); Bread (BSC 56); Fabrics (BSC 48); Ice (BSC 58); Metals (BSC 32); Sand, Salt, and Jelly Crystals ( <a href="#">BSC 16</a> )
Main Curriculum area/s	<b>Social Science</b> (See Aotearoa New Zealand Histories section)	Health: Relationships with Other People	Science: Living World Health: Personal Health and Physical Development  Life processes <ul style="list-style-type: none"> <li>Recognise that all living things have certain requirements so they can stay alive (L1&amp;2)</li> <li>Recognise that there are life processes common to all living things and that these occur in different ways. (L3&amp;4)</li> </ul>	Social Science: People, Places and Environments	Science: Material World  Properties and changes of matter <ul style="list-style-type: none"> <li>Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled (L1&amp;2)</li> <li>Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. (L3&amp;4)</li> <li>Compare chemical and physical changes. (L3&amp;4)</li> </ul>
Aotearoa NZ Histories  <a href="#">Years 1-3 Know</a> <a href="#">Years 4-6 Know</a> <a href="#">Years 7-8 Know</a>	<b>Understand:</b> Māori history is the foundational and continuous history of Aotearoa Colonisation and settlement have been central to Aotearoa NZ's histories for the past 200 years; The course of Aotearoa NZ's histories has been shaped by the use of power	<b>Understand:</b> <ul style="list-style-type: none"> <li>The course of Aotearoa NZ's histories has been shaped by the use of power</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Place and environment</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Identifying past experiences, decisions and actions;</li> <li>Identifying sources and perspectives</li> </ul> <a href="#">A Sense of Place</a> (Years 1-3)	<a href="#">Te-Whare-Tapa-Wha The Human Body</a>	<b>Understand:</b> <ul style="list-style-type: none"> <li>Māori history is the foundational and continuous history of Aotearoa</li> </ul> <b>Know:</b> <ul style="list-style-type: none"> <li>Place and environment (<b>the naming of geographical features, towns, streets, places; adapted technologies and tools</b>)</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>Identifying past experiences, decisions and actions; Identifying sources and perspectives</li> </ul>	<a href="#">Commercialisation Salt Science and Society</a>

	<p><b>Know:</b> Government and Organisation</p> <ul style="list-style-type: none"> <li>• Waitangi Day (Years 1-3)</li> <li>• Te Tiriti o Waitangi (Years 4-6)</li> <li>• Te Tiriti o Waitangi: background (Years 7-8)</li> </ul> <p><b>Do:</b> Thinking critically about the past</p> <p><a href="#">Ngai Tahu</a></p>	<a href="#">“Te Ara a Kiwa”</a>		<p><a href="#">Aoraki Innovation</a></p> <p><a href="#">NZ Inventors and Inventions</a></p>	
Maths	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The interface between mātauranga Māori and mātauranga mathematics and statistics offers opportunities for insights that uphold the integrity of each knowledge system.</li> <li>• Mathematics and statistics have a continuous, evolving human history.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Number</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li> <li>• Mathematical and statistical logic and reasoning enable us to identify and explain relationships and to justify conclusions.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Statistics</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li> <li>• The world is characterised by change and variation that we use mathematics and statistics to understand</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Shape</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The world is full of patterns and structures that we use mathematics and statistics to understand.</li> <li>• The world is characterised by change and variation that we use mathematics and statistics to understand</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement</li> </ul>
Literacy	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• Literature, language, and texts embody power relationships</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• Literature, language, and texts embody power relationships</li> <li>• Language and literature give us insights into ourselves and others</li> <li>• The stories of Aotearoa New Zealand are unique taonga tuku iho</li> </ul> <p><b>Writing:</b> Information reports, letters, recounts (bullying, staying safe etc); instructions for anti-bullying game, poetry/song lyrics</p> <p><b>Reading:</b> Texts about bullying; assertion; colonisation</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Speaking assertively/confidently</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• Communication depends on shared codes and conventions</li> <li>• Language and literature give us insights into ourselves and others</li> </ul> <p><b>Writing:</b> Information reports, explanations, scientific vocabulary</p> <p><b>Reading:</b> Write a persuasive report convincing readers to take care of their bodies. They should include specific suggestions that target the health of certain organs or body systems.</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Group presentations explaining how the body works (using scientific language) Diagrams of body systems; group presentations of body systems (peer assessment)</p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• Stories are a source of joy and nourishment (<i>Creativity and imagination transport us to new worlds</i>)</li> <li>• Communication depends on shared codes and conventions</li> </ul> <p><b>Writing:</b> Information reports, explanations, narratives, descriptions</p> <p><b>Reading:</b> Book Week Texts about inventors/inventions</p> <p><b>Speaking and Listening/Viewing and Presenting:</b></p>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• Communication depends on shared codes and conventions</li> </ul> <p><b>Writing:</b> Instructions for an experiment; information reports, explanations</p> <p><b>Speaking and Listening/Viewing and Presenting:</b> Present findings from experiments Photographic journal of experiments</p>
The Arts		<p>Drama: Role plays (assertion, dealing with bullying)</p> <p>Music: Make a musical statement (e.g., a rap, advertising jingle) about bullying (DI, CI, UC); how our bodies respond to different types of</p>	<p><b>Visual:</b> drawing/painting fruit; skeleton (shading)</p> <p><b>Music:</b> how our bodies respond to different types of music</p> <p><b>Drama:</b> Challenge groups of students to create</p>	<p>Visual Art/Music/Drama: inventions, how music/art has changed over time (UA)</p> <p>Visual Art: inventions (drawing); Use drawing to make a study of a building of a particular architectural style or period. Use lines to</p>	

		music - strategies for dealing with stress Visual Art: Explore the details of our own facial features through touch. Using mirrors and photographs, make observations based line drawings to produce a self-portrait (PK, DI)	and present a short skit in which each student portrays a major body organ. You might assign each group one body system, and each student in the group can represent a portion of that system.	describe structural shape and perspective, and use light and dark tones and colour to describe three-dimensional form. Discuss ways in which the style and features of the building reflect its period, significance, or purpose (PK DI UC)	
Te Reo Maori		Body parts (external); my whānau	Body parts (external and internal)		Names of household products used in experiments
Technology		Design an anti-bullying game	Have students build a three-dimensional model of a human body or a particular organ or body system, such as the brain, heart, or skeleton. Students should develop familiarity with the shapes and relative sizes and locations of body parts		
EOTC			Invite a doctor or scientist, preferably a specialist in a particular body system, to discuss his or her profession with students.  Have students create cards for people in rest homes or hospitals and then go to sing and present cards to the sick.	The Museum; Transport World; Motorcycle Mecca	