

*Kei te whakatakataka a matou akonga mo nga  
ahei a tona wa*

**Preparing our students for the possibilities of  
tomorrow.**



Local Curriculum Document

Lake Rerewhakaaitu School

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## Introduction

Our local curriculum is **the way that you bring The New Zealand Curriculum to life at our school**. It should: be responsive to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families. have a clear focus on what supports the progress of all learners

The *New Zealand Curriculum* is a clear statement of what is deemed important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved and includes a clear set of principles on which to base curriculum decision making.

Our local curriculum is the way that we bring *The New Zealand Curriculum* to life at our school. It is:

- **responsive** to the needs, identity, language, culture, interests, strengths and aspirations of your learners and their families
- a clear focus on what supports the progress of all learners
- Integrated with Te Tiriti o Waitangi into classroom learning
- helping learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners.

## Link to our Strategic Aims

Our Local Curriculum is directly linked to our Charter and strategic aims.

### **STRATEGIC AIM 1: LEARNER CENTRED**

Achieved by:

1. Students *develop life long learning skills*
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies.
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them,

### **STRATEGIC AIM 2: RESPONSIVE CULTURE**

Achieved by:

1. Maintain a positive school culture.
2. Celebrate our cultural diversity.
3. Increase attendance and engagement.
4. Provide targeted, monitored programmes.
5. Developing a stronger sense of each individuals identity in meaningful and

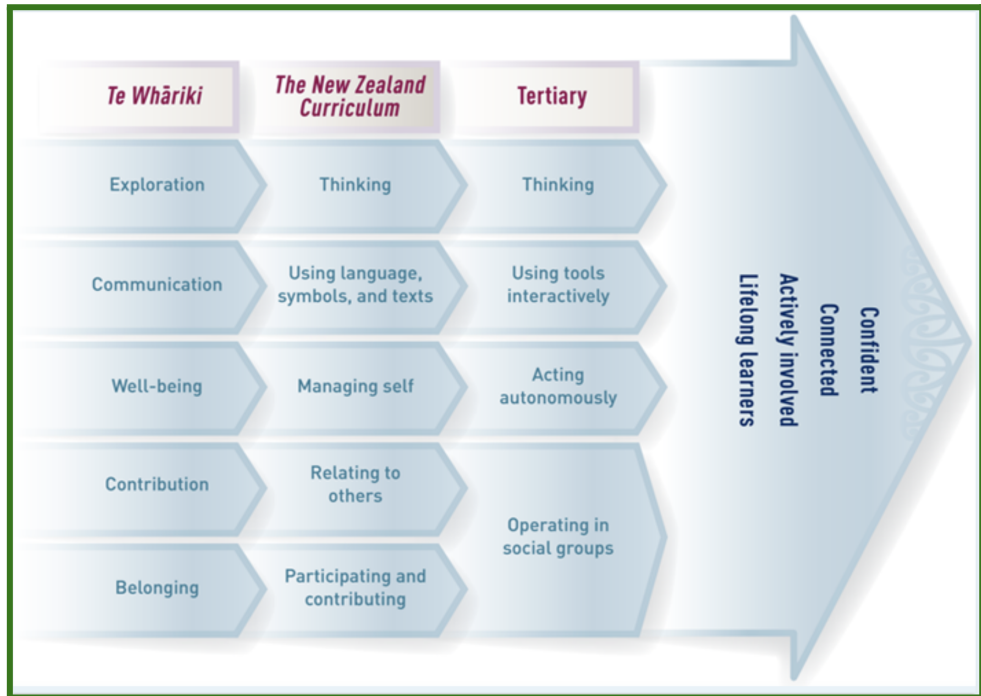
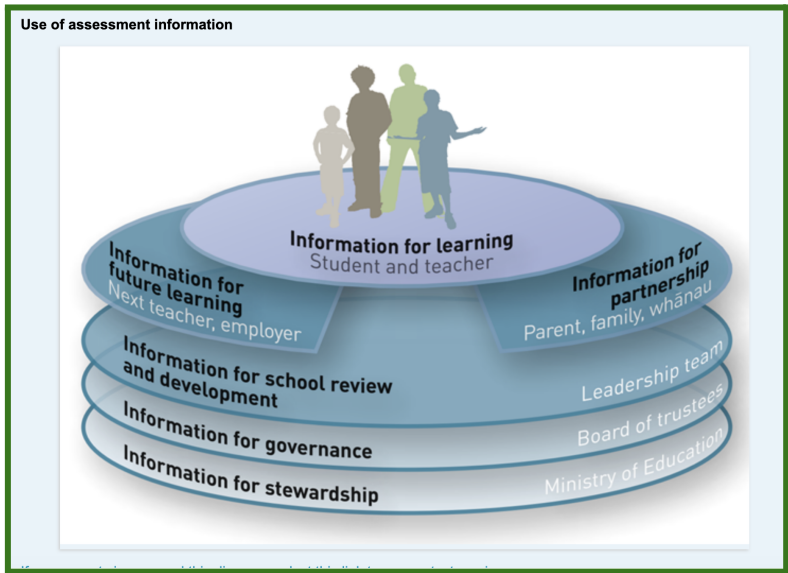
culturally appropriate ways

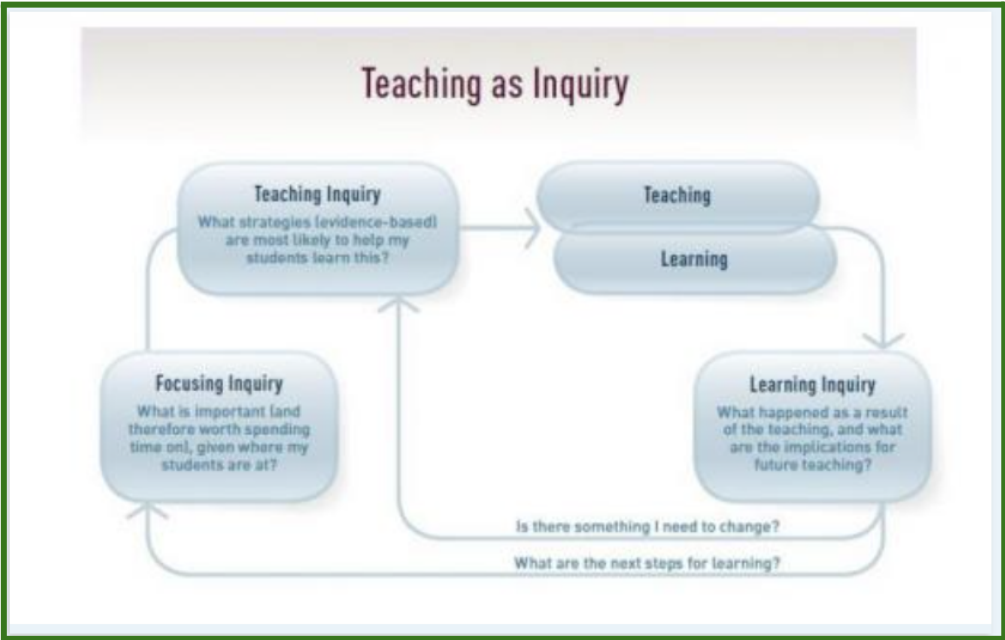
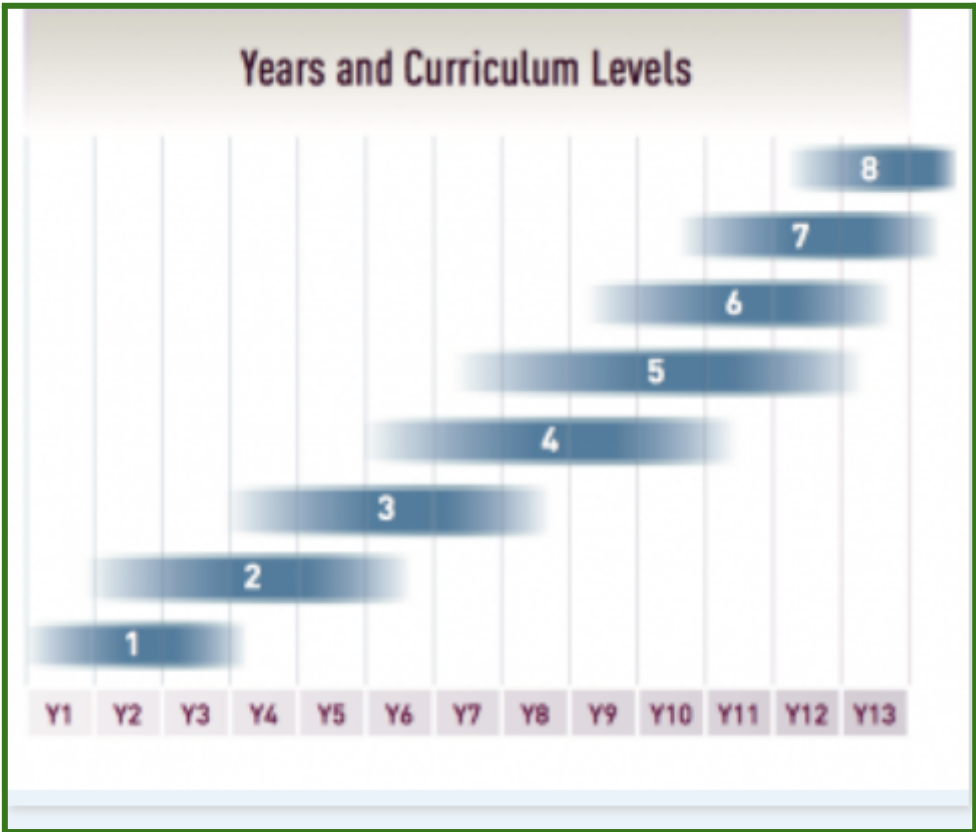
### **STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS**

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, Iwi, and the wider community
2. Implement a localised curriculum through strengthening whanau engagement in learning and goal setting.
3. Strengthen iwi connections through the iwi education plan.
4. Shared responsibility and reciprocal process between school and other agencies and organisations.
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas.

# Linking to NZC







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 **learning languages**, 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.



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.



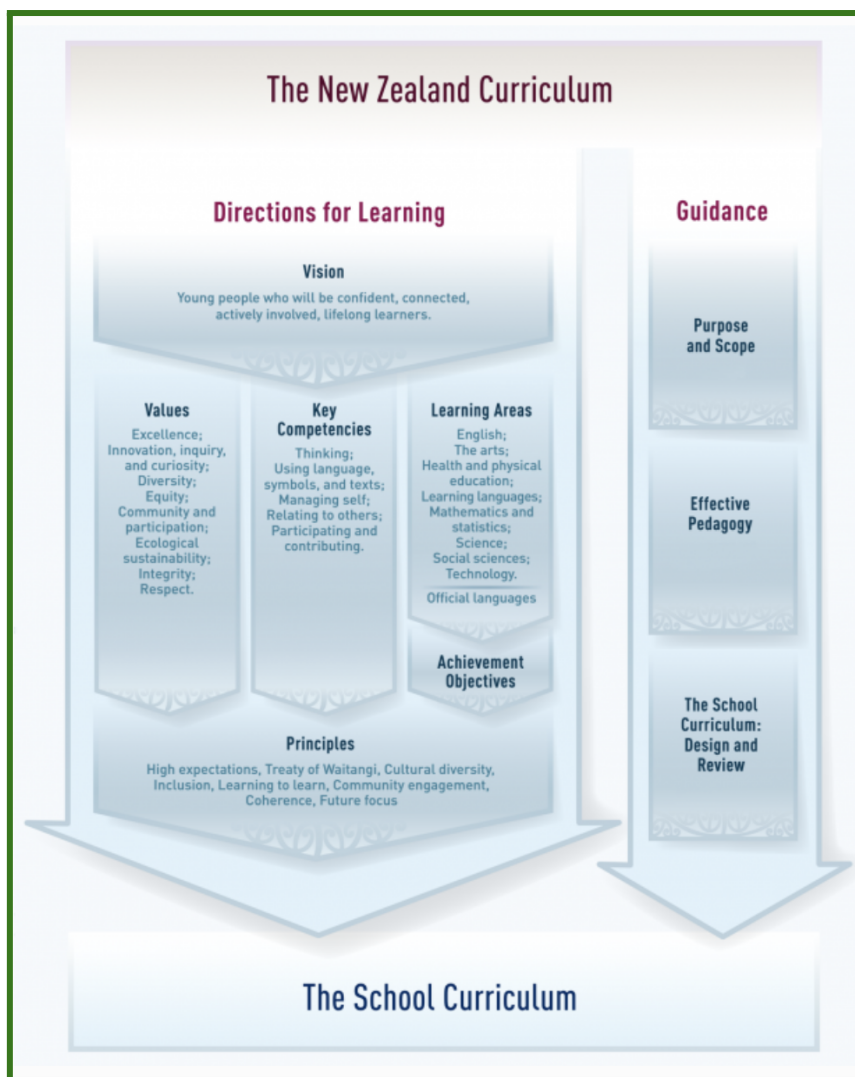
In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.



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.



## LRS Charter

<b>Vision</b>	Preparing our students for the possibilities of tomorrow. <i>Kei te whakatakataka a matou akonga mo nga ahei a tona wa</i>
<b>Mission Statement</b>	Lake Rerewhakaaitu School will empower students to reach their individual potential and develop the knowledge and skills they will need to make the most of life. They will stand tall in their cultures and as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to society.
<b>Values</b>	Lake Rerewhakaaitu School students are encouraged to value: <ul style="list-style-type: none"> <li>● <b>excellence</b>, by aiming high and by <b>perseverance</b>, <b>resilience</b> and <b>courage</b>, in the face of difficulties;</li> <li>● <b>innovation</b>, <b>enquiry</b>, and <b>curiosity</b>, by thinking creatively, critically, and reflectively;</li> <li>● <b>diversity</b>, as found in our different cultures, languages and heritages;</li> <li>● <b>respect</b> for themselves, and the rights of others;</li> <li>● <b>equity</b>, <b>fairness</b> and <b>social justice</b>;</li> <li>● <b>whanaungatanga</b> - a sense of community and participation for the common good;</li> </ul>



	<ul style="list-style-type: none"> <li>the environment (rural and local environments, Earth and its interrelated ecosystems);</li> <li><b>integrity</b>, which involves being <b>honest, responsible, accountable</b> and <b>ethical</b>.</li> </ul> <p>Our <b>community values</b> are highlighted and expressed through the combined values of the New Zealand Curriculum</p>
<p><b>Principles</b></p>	<p><b>Our purpose is to ensure that:</b></p> <ul style="list-style-type: none"> <li>Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands-on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities.</li> <li>Students develop life long learning skills through the development of the Key Competencies of managing self, thinking, relating to others, and participating and contributing. Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand's bicultural heritage and multicultural society.</li> <li>Learner agency is developed. e.g. learners are actively involved in planning learning experiences, evaluating and reporting on the progress and next steps towards their educational goals - online and through regular parent conferences.</li> <li>We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources.</li> </ul>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p><b><u>New Zealand's cultural diversity</u></b>  Children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.</p> <p><b><u>The unique position of the Māori culture</u></b>  We understand, value and appreciate the values of Te Tiriti o Waitangi. We aim to uphold the articles of Te Tiriti, o Waitangi, Kawanatanga, Tino Rangatiratanga and Oritetanga. Some of the ways we achieve these are through Te Reo and tikanga being integrated in classrooms and through cultural experiences such as: hangi, Marae visits, attendance at the Cluster Kapahaka Festival, to ensure that all children have the opportunity to experience Maori culture, protocol and language both in and out of the class. We aim for te reo Maori to be taught more formally as a language from years 0 to 8.</p>

# Lake Rerewhakaaitu Local Curriculum

Odd Year			
Term 1	Term 2	Term 3	Term 4
<b>Te Ao Maori</b>	<b>Careers</b>	<b>Sports &amp; Leisure</b>	<b>Our Place</b>
Ngati Rangitahi	Farming Forestry		Geographic features - Tarawera, Lake, Rainbow mountain etc Names of local areas Local places of interest - sports, education, places of work, Myths and legends - local <a href="https://ngatirangitahi.iwi.nz/cultural-resources/">https://ngatirangitahi.iwi.nz/cultural-resources/</a>
Even Year			
Term 1	Term 2	Term 3	Term 4
<b>Lifelong Learning</b>	<b>Environment</b>	<b>Our Past / Our Future</b>	<b>Cultures</b>
<p>Whanaungatanga - Getting to know who we are as people - understanding our identity and how we learn. Knowing your learners.</p> <p>How people learn traditionally - marae, tuakana-teina, alongside elders - tohunga, apprenticeships, What is important to learn? How is knowledge passed on - mātauranga Māori - pūrākau, waiata, dance.</p> <p>"It takes a village to raise a child" - what does this mean in terms of learning? A child who is raised in the community.....Māori whakatauki.</p> <p>Learning to learn - skills for learning how to learn - key competencies</p> <p>Learning Pit</p> <p>Learning maps</p> <p>The learning pit. Strategies for "filling your backpack".</p>	<p><b>Sustainability</b></p> <p><b>Lake</b></p> <p>Air</p> <p>Maramataka- Maori Calendar based around the moon, growing seasons and temperature of the earth Matariki</p>	<p>Lake Nga Maunga Settlers Hall Domain</p>	

# Whole School Planning

2021

2021 Odd Year Term 1 Te Ao Māori		Possible Resources
<b>Big Question/Idea</b>	Te Tiriti o Waitangi from a Māori perspective	
<b>Local</b>	What did it mean for our local iwi?	<a href="#">Ngati Rangitahi Iwi - website</a>
<b>National</b>	What does it mean for all Māori?	
<b>Global</b>	Look at other treaties from other countries (Australia, Canada, India, British expansion).	
<b>Principles</b>	Students develop life long learning skills through the development of the Key Competencies of managing self, thinking, relating to others, and participating and contributing. Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand's bicultural heritage and multicultural society.	
<b>Values</b>	Manaakitanga Whanaungatanga	
<b>Key Competencies</b>	Managing Self Relating to Others	New Zealand Curriculum Twinkl Teacher pay teachers (TpT)
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	<i>In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:</i> Number Statistical investigations	Math curious NZmaths Enrich Twinkl Teacher pay teachers (TpT)
<b>-Listening -Reading -Viewing</b>	Non-Fiction/Factual Reading Big Book Learning resources School Journals (Treaty Graphic Novel) Youtube Clips around the Treaty of Waitangi Treaty of Waitangi DVD's	Signatures Resources Tree-hut Treaty Treaty Scavenger Hunt KWL Charts School journals Youtube Twinkl
<b>-Speaking -Writing -Presenting</b>	Recount Writing - (With a focus of recounting information we have learned not personal events) Transactional Writing - Science - Information/Explanation - Science - Descriptive writing (What do I know/What do I want to find out)	Sheena Cameron Presentation ideas KWL Charts School journals Youtube Twinkl Teacher pay teachers (TpT)
<b>Science</b>	HOUSE OF SCIENCE KITS (YEAR-LONG) Investigating the nature of science/natural world - Mara Kai (School Garden) - Rotorua Museum	House of Science Kits Matauranga Maori KWL Charts Rotorua Museum
<b>Technology</b>	Maori cultural tools? Mara-Kai. Planting and maintaining our school vegetable gardens.	(Rm1 & Rm2 - Week 10 visit to Rotorua) Our school greenhouse and vegetable garden.tg
<b>Social Science</b>	- Comparing life in New Zealand from then and now. - What countries/cultures affected the treaty? (France, Missionaries, England). - How did the treaty come to be? - What was the New Zealand declaration of independence?	Youtube videos School resources Teacher pay teachers (TpT) Twinkl
<b>The Arts -Dance -Drama -Art -Music</b>	Kapa Haka Waiata Poi	Teacher pay teachers (TpT) Twinkl

<b>Health</b>	<a href="#">Health/PE Curriculum Overview - 2021</a> Swimming Sports/Cluster Sports Summer sports	Teacher pay teachers (TpT) Twinkl
<b>-PE -Sport</b>	Swimming Summer Sports <a href="#">Cultural Games</a> Rangatahi Tu Rangatira - Maori cultural games	Rotorua Aquatics - Wk 3 (Year 3-8) Kimiora
<b>Te reo Maori</b>	Karakia Greetings & Farewell, Commands and Instructions, Pepeha/Mihi Numbers Colours Days of the Week/Months of the Year	

\*\*Renaming our learning spaces

2021 Odd Year Term 2 Careers	
<b>Big Question/Idea</b>	What do you want to be when you grow up?
<b>Local</b>	What jobs are in our Community- Who are our Community workers?
<b>National</b>	Famous Kiwi Scientists, Drs, and other Careers
<b>Global</b>	How do careers impact the Global Community?
<b>Principles</b>	We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources
<b>Values</b>	<b>Diversity</b> , as found in our different cultures, languages and heritages;
<b>Key Competencies</b>	Managing Self Language, Symbols and Texts
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	Number Algebra Measurement - Money and Finances and Time
<b>-Listening -Reading -Viewing</b>	Daily Grouped Guided Reading (Specifically planned in indiv teacher planning) A Day in the Life....
<b>-Speaking -Writing -Presenting</b>	<ul style="list-style-type: none"> <li>- Planning our Future Careers (Year 6 - 8 level) What do I need to do/What classes do I need to take to get this career?</li> <li>- What is NCEA (Year 6 - 8) and how does it affect my future career?</li> <li>- CV's</li> <li>- Speeches</li> <li>- Persuasive Writing</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- HoS Kits</li> <li>- (Engage with Science - Science Competency)</li> </ul> Importance of diversity of culture and gender in Science/Technology roles
<b>Technology</b>	Industrial Revolution. STEAM / STEM - every Friday 11.30-12.30pm - in each class.
<b>Social Science</b>	History of Workers Rights/Employment/Gendered Employment/Unions
<b>The Arts -Dance -Drama -Art -Music</b>	Careers in the Arts Music from then and Now Disco  Learning about Artists and Art as a career  Graphic Design- Designing logos etc  Kapa Haka Festival for LRS / Cluster (Date to be advised)
<b>Health</b>	Work Life balance/Mindfulness <ul style="list-style-type: none"> <li>- First Aid training?</li> </ul>
<b>-PE -Sport</b>	Morning Fitness 7th May (Wk1) - Mini Marathon 26th May (Wk 4) - School Cross Country 16th June (Wk7) - Cluster Cross Country Jump Jam every Friday Senior held sports at Lunchtime (With support of SBOP) Athletes and their Sport Healthy Eating Dietary requirements for certain sports
<b>Te reo Maori</b>	Te Puia - Carvers/Weavers - VK to contact Te Puia and Tamaki Maori Village to arrange a possible visit at the end of term. Maturanga - Maori Scientists Kapa Haka with Matua Grant and support from Whaea Adelaide

2021 Odd Year Term 3 Sports and Leisure	
<b>Big Question/Idea</b>	The Origins of the Olympics
<b>Local</b>	Who are our local olympians/sportspeople?
<b>National</b>	Athletes who have represented NZ- What does it mean to represent your nation
<b>Global</b>	Olympics worldwide- why do some countries dominate in some sports?
<b>Principles</b>	Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands-on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities.
<b>Values</b>	<b>Integrity</b> , which involves being <b>honest, responsible, accountable</b> and <b>ethical</b> .
<b>Key Competencies</b>	Participating and Contributing Relating to Others
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	Number Geometry - assessment focus (Y0 - Flags) Statistics Algebra
<b>-Listening -Reading -Viewing</b>	Non Fiction/Biographies around Athletes/Sports/The Olympics. School journals around sports/Leisure
<b>-Speaking -Writing -Presenting</b>	Speeches (polishing and presenting) Persuasive Writing (Tie into Nations bidding for Olympics) Creative and Descriptive Writing Commercials and Advertising (Persuasive Writing)
<b>Science</b>	House of science kits Our Body/Biology/How are we affected by physical education?
<b>Technology</b>	Design and Develop Digital Outcomes - <a href="#">Progress, Exemplars &amp; Snapshots (TKI)</a> <a href="#">Computational Thinking...? Resource Progression Link to check out</a>
<b>Social Science</b>	Historical Events that have occurred during Olympics
<b>The Arts -Dance -Drama -Art -Music</b>	Kandinsky- Geometry through the Arts The Body - Silhouettes Listening to National Anthems/Understanding their history Listening and Experiencing Music (sounds, instruments, rhythm) Dancing with the Staff Medal Design Olympic Mascot Designs Flags
<b>Health</b>	<a href="#">Health/PE Curriculum Overview - 2021</a> Dentist Healthy Eating / Healthy Lunches (Fuel for the Body)
<b>-PE -Sport</b>	Olympics Jump Jam Cluster Winter Sports (Week 9) Mini Olympics Dan from Go4it - Support senior leaders Large ball skills (kings court, multisport, dodgeball) MIGS?
<b>Te reo Maori</b>	- movement instructions:Kapa Haka competition

2021 Odd Year Term 4 Our Past / Our Future	
<b>Big Question/Idea</b>	How Our Past Affects our Future
<b>Local</b>	Investigate our school's history
<b>National</b>	The history of schooling in NZ (Maori/Missionary education systems/Native Schools Act)
<b>Global</b>	Future of Schools (Digital Education and MLE/Flexible learning)
<b>Principles</b>	Learner agency is developed. e.g. learners are actively involved in planning learning experiences, evaluating and reporting on the progress and next steps towards their educational goals - online and through regular parent conferences.
<b>Values</b>	<b>Excellence</b> , by aiming high and by <b>perseverance, resilience</b> and <b>courage</b> , in the face of difficulties; <b>Equity, fairness</b> and <b>social justice</b>
<b>Key Competencies</b>	Thinking Using language, symbols and texts
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	Number Measurement - Timelines etc
<b>-Listening -Reading -Viewing</b>	Speeches (Year 5 - 8: Formal competition - go through to cluster) (Year 0-4 option: Deliver nursery rhyme/poem/section of story)
<b>-Speaking -Writing -Presenting</b>	Report Writing Speech Writing
<b>Science</b>	House of Science Kits Diagrams
<b>Technology</b>	Technological advancements in Education and how schools have changed due to their influence
<b>Social Science</b>	Grandparents Day Local Knowledge Leaders
<b>The Arts -Dance -Drama -Art -Music</b>	Illustrations Diagrams and Scientific Drawings
<b>Health</b>	<a href="#">Health/PE Curriculum Overview - 2021</a>
<b>-PE -Sport</b>	Life Ed Harold Visiting Change of Sport and Equipment throughout the years Traditional Games
<b>Te reo Maori</b>	Kapa Haka Waiata Feelings/Emotions Classroom Kupu

2022 Even Year Term 1 Life-Long Learning	
<b>Big Question/Idea</b>	Establishing a learning environment in the classroom Goal setting How we assess ourselves What is a lifelong learner? Habits of mind Why is it important to be a learner? The difference between learning and knowing. How do we learn? Why am I learning this? How does my learning continue to grow? What affects my learning? <b>Life in the Learning Pit</b>  <b>What is the value of being a life-long learner?</b>
<b>Local</b>	Adults in the community telling their stories (How they learnt, where they went, how they did it and how they overcame their learning pit).  Farming, Local Businesses: Waimangu - perseverance, adaptability
<b>National</b>	How NZ handled COVID 19 in comparison to the rest of the world.
<b>Global</b>	COVID 19 - How people adapt or overcome hard times.
<b>Principles</b>	<ul style="list-style-type: none"> <li>- Students develop life long learning skills through the development of the Key Competencies of managing self, thinking, relating to others, and participating and contributing. Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand's bicultural heritage and multicultural society.</li> </ul>
<b>Values</b>	<ul style="list-style-type: none"> <li>- <b>excellence</b>, by aiming high and by <b>perseverance, resilience and courage</b>, in the face of difficulties</li> </ul>
<b>Key Competencies</b>	Relating to others, participating & contributing, thinking and managing self.
<b>-Number/Algebra</b> <b>-Geometry/Measurement</b> <b>-Statistics</b>	<b>Assessment focus:</b> <ul style="list-style-type: none"> <li>- Number and Algebra</li> <li>- Measurement: Time frames,</li> <li>- Finance</li> </ul>
<b>-Listening</b> <b>-Reading</b> <b>-Viewing</b>	<ul style="list-style-type: none"> <li>- Report Writing - Listening to others and reflecting with others.</li> <li>- Viewing exemplar Reports</li> <li>- Listening to community members stories of their learning pit journeys.</li> </ul>
<b>-Speaking</b> <b>-Writing</b> <b>-Presenting</b>	<ul style="list-style-type: none"> <li>- Report Writing : Writing reports, Presenting reports and speaking in front of peers.</li> <li>- Goal setting</li> </ul>
<b>Science</b>	NA
<b>Technology</b>	Computational Thinking - How does Technology assist my learning. In education, computational thinking (CT) is a set of problem-solving methods that involve expressing problems and their solutions in ways that a computer could also execute. It involves automation of processes, but also using computing to explore, analyze, and understand processes (natural and artificial).
<b>Social Science</b>	Continuity and Change – Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time. This helps them to understand the past and the present and to imagine possible futures. Mātauranga Māori - how do different cultures learn? How is knowledge passed on through the generations?
<b>The Arts</b> <b>-Dance</b> <b>-Drama</b> <b>-Art</b> <b>-Music</b>	Visual Art - Designing their own learning pit. Learning map - What helps me learn best? Where do I learn best?  How learning was past on - how stories were told - tell your story through art, carving, weaving, dance, drama, song ....  TKI Dance Online unit: <a href="#">Moving Landscapes</a>



<b>Health</b>	<p>Growth Mindset Goal setting learning pits</p> <p>How traditional practices were used to heal and maintain hauora, plants, maramataka, balance</p>
<b>-PE -Sport</b>	<p>Summer Sports Swimming Sports Cluster swimming sports Jump Jam Senior Camp Whole school sports</p> <p>How do traditional games and activities support with learning? E.g. poi and rākau - used to tell stories but also to pass on combat knowledge and skills for warriors Weaving - collection of harakeke - passing on of knowledge as women worked</p>
<b>Te reo Maori</b>	<p>Thursday lessons with Whaea Adelaide Kapa Haka practice Karakia</p>

2022 Even Year Term 2 Environment	
<b>Big Question/Idea</b>	Sustainability: Tikanaga around understanding natural resources What is a resource? What or how do we affect our Resources? Being a Kaitiaki of Resources
<b>Local</b>	Using the gully/what is the environment around us/The lake. Exploring our immediate environment. Forestry Waimangu Ngati Rangitahi - Kaitiaki Tours - Planting Trees What do farms need in order to be sustainable? Scrap buckets - What can be compost? Worm buckets? Chicken food? How can us as a school be more sustainable?
<b>National</b>	Department of Conservation Fish and Game New Zealand - Lake Rerewhakaaitu Fishing Competition.
<b>Global</b>	Pollution effects on our world - Masks, Rubbish, our oceans, single use plastics, how they have made islands out of bottles - sustainable floating islands, what effects do these islands have? What sustainable environment plans is happening throughout the world?
<b>Principles</b>	Students gain a deeper understanding of the environment around them, developing a political conscience of the Aotearoa and the effect that they can have. Unpacking our understanding of natural resources (What does DoC do to protect our environment, what do we do to ensure our resources flourish with hunting, fishing etc).
<b>Values</b>	<b>Innovation, inquiry, and curiosity</b> , by thinking critically, creatively, and reflectively.
<b>Key Competencies</b>	Relating to others, participating & contributing, thinking and managing self.
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	Statistics - surveys, graphing, carrying out the inquiry cycle, investigating data, creating surveys.
<b>-Listening -Reading -Viewing</b>	<ul style="list-style-type: none"> <li>• Writing Explanations, opinions, points of view, Presenting work and speaking in front of peers.</li> <li>• Goal setting</li> </ul>
<b>-Speaking -Writing -Presenting</b>	<ul style="list-style-type: none"> <li>• Junior School - Explanation and Recounts</li> <li>• Senior School - (W1 - W5) Persuasive and (W6 - W10)Explanation Writing - This is children dependent.</li> </ul>
<b>Science</b>	Fertilization, worm farms, Greenhouse gasses, water cycle  Living world
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Gardens</li> <li>• Green houses</li> <li>• Mara Kai</li> </ul>
<b>Social Science</b>	<b>Social Studies NZC</b> - Understand how people make decisions about access to and use of resources.
<b>The Arts -Dance -Drama -Art -Music</b>	Drama, Music and Dance - Production skills - Acting, places, lines, expression and role playing, dancing.
<b>Health</b>	Keeping ourselves safe
<b>-PE -Sport</b>	Fell Cup - Netball and Rugby Fun Run
<b>Te reo Maori</b>	Cultural Tikanga - Harakeke, protocols and customs

2022 Even Year Term 3 Our Place

<b>Big Question/Idea</b>	<p>The significance of major land features - to Maori                  *How does that impact on the way we live in that space - what resources are available there (Dwellings, recreation ect).                  *What is our and our places' local history?                  *The stories that are created around our significant land features.</p> <p><b>Big Question:</b> Will knowing the history and stories of our place help us live better lives in this place?</p>
<b>Local</b>	*Tarawera & Kākaramea
<b>National</b>	Significant Mauga around Aotearoa
<b>Global</b>	Ring of Fire
<b>Principles</b>	Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them
<b>Values</b>	<b>integrity</b> , which involves being <b>honest, responsible, accountable</b> and <b>ethical</b>
<b>Key Competencies</b>	<p>Relating to others                  E.g. How do we respond and negotiate with others when we have different values and different goals and want different outcomes in and for shared places.</p>
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	<b>Geometry and Measurement</b> -Time -Position and orientation
<b>-Listening -Reading -Viewing</b>	Literacy to focus on Atua- Narrative
<b>-Speaking -Writing -Presenting</b>	Narrative text.
<b>Science</b>	<p>Planet Earth and Beyond_ Volcanoes, tectonic plates  <a href="#">Building Science Concepts titles</a></p> <p>In our environment we have Mt. Tarawera (volcano)                  Lake Rerewhakaaitu (water environment) and surrounding vegetation for plant and animal studies.                  Plenty of possibilities for Planet Earth and Beyond or Living World.</p>
<b>Technology</b>	3DO
<b>Social Science</b>	<p>Level 1: Understand how places in New Zealand are significant for individuals and groups.                  Level 2: Understand how places influence people and people influence places.                  Level 3: Understand how people view and use places differently.                  Level 4: Understand how exploration and innovation create opportunities and challenges for people, places and environments.                  Level 5: Understand that people move between places and that this has consequences for the people and the places.</p> <p>Thermal power</p>
<b>Aotearoa New Zealand's Histories</b>	<p>Years 1–3: <b>Tūrangawaewae me te kaitiakitanga/ Place and Environment.</b> Tangata Whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae. Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story. What are the names of the features of the landscape in our area? Do some features have more than one name? If so, why and where do the names come from? How did Māori name marae, hapū, iwi and features of the landscape? How and why have some place names in Aotearoa New Zealand changed? Ref. pg6 Aotearoa New Zealand's Histories in the New Zealand Curriculum.</p> <p><a href="#">Rotorua Street names</a> (On He Pātaka Pūrākau/Te Arawa Stories). Lots of stories to access here.</p> <p>Years 4–6: <b>Tūrangawaewae me te kaitiakitanga/ Place and Environment.</b> People adapted their technologies and tools to the new environment of Aotearoa New Zealand. Ref. pg14 Aotearoa New Zealand's Histories in the New Zealand Curriculum. "What are the origin stories of mana whenua? What technologies and tools did Māori bring to Aotearoa New Zealand? What adaptations did early Māori make to enable them to survive and thrive in a</p>

	new environment? How did these differ across Aotearoa New Zealand? How did mana whenua, early resource seekers and settlers impact on the natural environment? How did mana whenua engage with early newcomers?
<b>The Arts</b> -Dance -Drama -Art -Music	Focus: Music and singing.  Kawahaka  Calendar art
<b>Health</b>	Puberty Our body/Personal health and Hygiene
<b>-PE</b> <b>-Sport</b>	-Fitness Gym? Winter games: rugby, soccer and basketball?
<b>Te reo Maori</b>	<a href="#">Curriculum guidelines</a>  Place/Features names Time Whaea Adelaide Kawahaka

2022 Term 4 Cultures	
<b>Big Question/Idea</b>	<p><b>Celebrating our Diversity</b></p> <p>What are cultural celebrations? How do celebrations affect our daily lives? What is important about cultural celebrations? Are there cultural diversity/similarities in our cultural celebrations? Why is it important to learn about other cultural celebrations?</p> <p>What cultural celebrations are in our whānau/kura/wider community/other places in the world? Comparison: Differences and similarities. Customs for food, clothing, treating guests, religion, special occasions when we celebrate Customs and beliefs associated with seasons. Stories from different cultures. Cultural artifacts and symbols. Languages of other people.</p>
<b>Local</b>	The diverse cultures within our local community.
<b>National</b>	The diverse cultures within our country
<b>Global</b>	The diverse cultures across the globe.
<b>Principles</b>	Students have every opportunity to develop a thirst for learning, a curiosity and passion about the world around them, an ability to relate effectively to others, and have opportunities to engage in hands on opportunities and a rich range of experiences to explore their interests, develop their strengths and discover new capabilities.
<b>Values</b>	<p><b>diversity</b>, as found in our different cultures, languages and heritage</p> <p>We value diversity because... I show that I value diversity when I...</p>
<b>Charter culture statement</b>	<p><b><u>New Zealand's cultural diversity</u></b></p> <p>Children, from every culture, deserve the best education possible. We will reflect NZ's increasingly multicultural society through providing students with a range of opportunities to celebrate their own cultural identity and the diversity of other cultures.</p>

<b>Key Competencies</b>	<p><b>Relating to others</b></p> <p>Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.</p> <p>Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.</p>
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	Geometry
<b>-Listening -Reading -Viewing</b>	
<b>-Speaking -Writing -Presenting</b>	Poetic (See below for graphic about creating poetic language). <a href="#">Explanation of figurative language and different types</a>
<b>Science</b>	School Gardens
<b>Technology</b>	How technology influenced diversity Cloth and clothes? Houses around the world?
<b>Social Science</b>	Level 1: Understand how the cultures of people in New Zealand are expressed in their daily lives. Level 2: Understand how cultural practices reflect and express people's customs, traditions, and values. Level 3: Understand how cultural practices vary but reflect similar purposes. Understand how the movement of people affects cultural diversity and interaction in New Zealand. Level 4: Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
<b>The Arts -Dance -Drama -Art -Music</b>	Cultural Arts
<b>Health</b>	
<b>-PE -Sport</b>	Athletics/ Swimming
<b>Te reo Maori</b>	Nga pakiwaitara, purakau, te reo, kawa,

## Creating Poetic Language

There are many different ways that writers can create poetic language. Which techniques a writer employs will depend on the ultimate effect that they are hoping to have. Just like ordinary language can be simple or complex, poetic language can take a variety of forms. Some techniques writers can use to create poetic language include:

Technique	Explanation
Alliteration	Alliteration is the practice of starting multiple words in a row with the same letter or sound, as in the sentence, "Some slippery snakes slithered sideways." Along with alliteration, some writers use the related concepts of assonance (repeated vowel sounds) and consonance (repeated consonant sounds) to produce a similar effect.
Metaphor and simile	A simile is a comparison between two things using the words "like" or "as," and a metaphor is a direct comparison without either of those words. Both similes and metaphors are very common and effective tools that poets can use to allow readers to look at a concept in a new way.
Rhyme	Rhyme is often used in poetry and songs to provide structure and to guide readers through a piece. Rhyming words can come at the end of lines of poetry to link the lines together, or they can be found within a single line, creating a kind of echo.
Rhythm	Rhythm, or meter, is the practice of using specific patterns of stressed and unstressed syllables to create a written work that has a kind of pulse. Many poems and most songs employ meter in their poetic language.
Imagery	Imagery is a general term for any poetic language that serves to develop visual, sensory, or emotional images for readers. Prose fiction often relies heavily on imagery in its poetic language, since it usually does not include rhythm or rhyme.

This is just a representative sample of the ways in which writers might choose to create poetic language. Some writers are very creative about their word choices, even strategically breaking the rules of grammar, syntax, and punctuation to create poetic language in new ways.

Odd Year Term 1 Te Ao Māori 2023		Possible Resources
<b>Big Question/Idea</b>	Ko wai au?	
<b>Local</b>	<p><b>The World of the Learner</b></p> <ul style="list-style-type: none"> <li>· The starting point for all new learning should be the learner's own knowledge;</li> <li>· New knowledge is easier to learn if it is linked to the learner's existing knowledge;</li> <li>· Learners, whānau, hapū and iwi should be acknowledged as holding valid learner-based, tribal-based and local forms of knowledge;</li> <li>· Schools should actively invite the holders of traditional knowledge in their whānau, hapū and iwi to engage with learners;</li> <li>· A range of places generate learning for learners;</li> <li>· Education should be useful to the learner, the school, and the iwi;</li> <li>· The learner should achieve their academic potential within their world.</li> </ul>	<p><a href="https://hereoora.tki.org.nz/Unit-plans">TMoA english https://hereoora.tki.org.nz/Unit-plans</a></p> <p><a href="#">Ko au unit plan</a></p>
<b>National</b>	<p><b>The Old World, the Contemporary World, the New World</b></p> <ul style="list-style-type: none"> <li>· Knowledge from the old world has a real purpose as the foundation from which new knowledge is produced;</li> <li>· Learners need to understand that systems of knowledge are changing;</li> <li>· There is ongoing debate about which knowledge is valid;</li> <li>· Learners and families can create new knowledge.</li> </ul>	<a href="#">Ngati Rangitahi Story</a>
<b>Global</b>	<p><b>The Global World</b></p> <ul style="list-style-type: none"> <li>· An understanding that knowledge arises from the systems of each people, and each country;</li> <li>· An understanding that knowledge comes from oral, written, and digital texts;</li> <li>· The learner should achieve their academic potential in the global world.</li> </ul>	
<b>Principles</b>	Learners have their identity, culture, language, talents and strengths recognised and affirmed through a curriculum that reflects New Zealand's bicultural heritage and multicultural society.	
<b>Values</b>	Whanaungatanga	
<b>Key Competencies</b>	Relating to others, Language and symbols	
<b>-Number/Algebra -Geometry/Measurement -Statistics</b>	<ul style="list-style-type: none"> <li>- Number and algebra</li> <li>- Geometry</li> </ul>	Moko kauae - symmetry Matarora Poupou
<b>-Listening -Reading -Viewing</b>	<ul style="list-style-type: none"> <li>- Listen for meaning, connection</li> <li>- Interpreting language and symbols</li> </ul>	
<b>-Speaking -Writing</b>	<ul style="list-style-type: none"> <li>- Whaikorero</li> <li>- Situational: pepiha, whakapapa, turangawaewae</li> </ul>	

-Presenting	- What is Situational Writing? Situational writing is a <b>test of applied or practical writing skills</b> . For example, students may be asked to write an e-mail, letter, postcard, etc. to a particular person.	
Science	- Raumati	
Technology	- Weaving,	
Social Science	- Marae tikanga/ kawa	Hongi
Māori	- Personal pepeha. Karakia/waiata	



Class Long term Planner

Local Curriculum Focus: Environment (Science)

Class: Whole school

Term: 2

Year: 2023

Big Question/Idea			Possible Resources
<p><i>What do plants need to survive?</i> -Environmental -Sustainability</p>	<p>Locally grown: Explore local food source gardens</p> <p>-Lake -Forestry -Maize (winter farm crops) -Arataki Honey -</p>		<p><a href="https://www.growtogetherfarm.co.nz/about">https://www.growtogetherfarm.co.nz/about</a></p> <p><a href="https://thekidshoudseethis.com/post/why-is-biodiversity-so-important-ted-ed">https://thekidshoudseethis.com/post/why-is-biodiversity-so-important-ted-ed</a></p> <p><b>Science Hub website</b></p>
<p><b>Local</b></p>	<p>Nationally grown:</p> <p>Department of Conservation</p>		<p><a href="https://docs.google.com/document/d/1v-1BllxuK5sxNarW25qRiiciuYo1h4FyWpNeyZMZIG4/edit">https://docs.google.com/document/d/1v-1BllxuK5sxNarW25qRiiciuYo1h4FyWpNeyZMZIG4/edit</a></p>
<p><b>National</b></p>	<p>Distribution of locally grown produce:</p> <p>Fruit Wine (grapes) Forestry Flax Kauri Urewera National Park</p>		
<p><b>Global</b></p>	<p>Principles</p> <ul style="list-style-type: none"> <li>We develop an understanding of our role as kaitiaki (guardian) and the concept of sustainability, not only in regard to the environment but all precious resources.</li> </ul>		
<p><b>Principles</b></p>	<ul style="list-style-type: none"> <li><b>whanaungatanga</b> - a sense of community and participation for the common good</li> <li>the environment (rural and local environments, Earth and its interrelated ecosystems)</li> </ul>		
<p><b>Values</b></p>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Relating to others</li> <li>Using language, symbols, and texts</li> <li>Managing self</li> <li>Participating and contributing</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<p><b>Key Competencies</b></p>	<p>Pangarau/Maths</p> <p>Number and algebra</p>		

<b>Number/Algebra -Geometry -Measurement -Statistics</b>	<b>Measurement:</b> <b>Curriculum Level</b> <ol style="list-style-type: none"> <li>1. Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.</li> <li>2. Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.</li> <li>3. Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.</li> <li>4. Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.</li> </ol>		
<b>-Listening -Reading -Viewing</b>	Scientific procedures and reporting	<ul style="list-style-type: none"> <li>•</li> </ul>	<a href="https://www.twinkl.co.nz/resource/t-o-bee-or-not-to-bee-cloze-comprehension-nz-sc-2548637">https://www.twinkl.co.nz/resource/t-o-bee-or-not-to-bee-cloze-comprehension-nz-sc-2548637</a>  <a href="https://www.twinkl.co.nz/resource/t-3-sc-753-relationships-in-ecosystems-how-animals-are-connected-in-a-food-web-activity-pack">https://www.twinkl.co.nz/resource/t-3-sc-753-relationships-in-ecosystems-how-animals-are-connected-in-a-food-web-activity-pack</a>
<b>-Speaking -Writing -Presenting</b>	Scientific procedures and reporting	<ul style="list-style-type: none"> <li>•</li> </ul>	<a href="https://www.twinkl.co.nz/resource/t-3-sc-756-relationships-in-ecosystems-how-other-living-things-affect-human-food-security">https://www.twinkl.co.nz/resource/t-3-sc-756-relationships-in-ecosystems-how-other-living-things-affect-human-food-security</a>  <a href="https://www.twinkl.co.nz/resource/t-3-sc-714-relationships-in-ecosystems-how-animals-get-their-energy">https://www.twinkl.co.nz/resource/t-3-sc-714-relationships-in-ecosystems-how-animals-get-their-energy</a>
<b>Science/Pūtaiao</b>  <b>The Natural World/Te ao Tūroa</b>	<b>Nature of Science:</b> <ul style="list-style-type: none"> <li>• learn what science is and how scientists work</li> <li>• develop the skills, attitudes, and values to build a foundation for understanding the world</li> <li>• appreciate that while scientific knowledge is durable, it is also constantly re-evaluated in the light of new evidence</li> <li>• learn how scientists carry out investigations and communicate science ideas</li> <li>• make links between scientific knowledge and everyday decisions and actions</li> <li>• see science as a socially valuable knowledge system.</li> </ul>	The <b>living world strand</b> is about living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes, of where and how life has evolved, of evolution as the link between life processes and ecology, and of the impact of humans on all forms of life. As a result, they are able to make more informed decisions about significant biological issues. The emphasis is on the biology of New Zealand, including the sustainability of New Zealand's unique fauna and flora and distinctive ecosystems.	
<b>Hauora/HPE</b>	<b>Healthy communities and environments</b> , in which students contribute to healthy communities and environments by taking responsible and critical action.	Cross country	

<p><b>Technology</b></p>	<p>Students develop <b>Technological Knowledge</b> particular to technological enterprises and environments and in relation to how and why things work. They learn how functional modelling is used to evaluate design ideas and how prototyping is used to evaluate the fitness for purpose of systems and products as they are developed. An understanding of material properties, uses and development is essential to understanding how and why products work the way they do. Similarly, an understanding of the constituent parts of systems and how these work together is essential to understanding how and why systems operate in the way they do.</p> <p>Designing and developing digital outcomes:</p> <ul style="list-style-type: none"> <li>• Watering systems for gardens and greenhouse</li> </ul>	<p><b>Designing and developing digital outcomes</b></p> <p>In this area, students understand that digital applications and systems are created for humans by humans. They develop increasingly sophisticated understandings and skills for designing and producing quality, fit-for-purpose, digital outcomes. They develop their understanding of the technologies people need in order to locate, analyse, evaluate and present digital information efficiently, effectively and ethically.</p> <p>Students become more expert in manipulating and combining data, using information management tools to create an outcome. They become aware of the unique intellectual property issues that arise in digital systems, particularly with approaches to copyright and patents. They also develop understandings of how to build, install, and maintain computers, networks and systems so that they are secure and efficient.</p> <p>Students develop knowledge and skills in using different technologies to create digital content for the web, interactive digital platforms and print. They construct digital media outcomes</p>	
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		that integrate media types and incorporate original content. They also learn how electronic components and techniques are used to design digital devices and integrated to assemble and test an electronic environment.	
<b>Social Science</b>	Place and environment: Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.		
<b>Careers</b>	Horticultural		
<b>Māori</b>			
	<ul style="list-style-type: none"> <li>- Māra Kai</li> <li>- Rongoa Māori</li> </ul>		<a href="https://www.environmentguide.org.nz/issues/biodiversity/maori-and-biodiversity/">https://www.environmentguide.org.nz/issues/biodiversity/maori-and-biodiversity/</a>