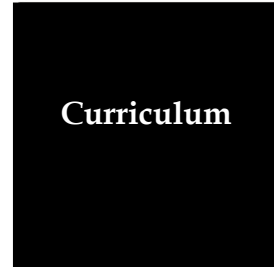


# Ashburton Borough School



incorporating Lagmhor School

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## Curriculum Design

# Curriculum Design

## Curriculum Coverage

As a Globally minded Environmental school, we identify with Environmental Education as well as the eight learning areas, as specified in the New Zealand curriculum;

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Science
- Technology

Our daily focus is on:

- English
- Mathematics and Statistics

The Arts, Physical Education, Learning Languages (and Technology years 7/8) and some aspects of Health, will be taught as separate learning areas and integrated, where appropriate. The learning areas of Science, Social Science, Health and Technology years 1 – 6 will be taught using a conceptual inquiry approach and integrated, where appropriate. In the course of eight years we will ensure full coverage of all strands in all learning areas according to the needs of our students.

Coverage will be tracked on the ABS Curriculum tracking sheet. (Enlarge working document to A3)

## Curriculum Design Principles

ABS has designed our curriculum around the International Baccalaureate Primary year Programme framework, utilizing the transdisciplinary themes, integrating values, key competencies, knowledge and skills across a number of learning areas, as suggested in NZC.

“All learning should make use of the natural connections that exists between learning areas and that link learning areas to the values and key competencies.” NZC Page 16

“Schools should aim to design their curriculum so that learning crosses apparent boundaries.” NZC Pg 38

The delivery of the curriculum at Ashburton Borough School is based on our Vision and Values and the identified needs of our students. Our programmes of work will always reflect these values and our dispositions, which are our definition of the key competencies.

## Inquiry Learning

*The Learning Areas and Effective Pedagogy statement from The New Zealand Curriculum says that students learn best when teachers:*

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

In deciding to base our curriculum on the PYP framework ABS has agreed that the teaching of significant transdisciplinary themes, through an inquiry approach will provide the structure for teaching and learning that is;

- Engaging - of interest to the students, and involving them actively in their own learning
- Relevant - linked to the students prior knowledge and experience of the students to increase their competencies and understanding
- Challenging - extending the prior knowledge and experience of the students to increase their competences and understanding.
- Significant – contributing to an understanding of the transdisciplinary nature of the themes and therefore to an understanding of commonality of human experiences.

At Ashburton Borough School areas of Science, Social Science, Health and Technology, and where appropriate English, Maths and Statistics, The Arts, PE and Learning Languages, will be taught through the PYP Transdisciplinary themes.

The International Baccalaureate Primary Years Programme is a framework, organised around six themes of local and global significance. Students inquire into, and learn about, these globally significant issues in the context of units of inquiry;

- ♦ *Who we are*
- ♦ *Where we are in time and place*
- ♦ *How we express ourselves*
- ♦ *How the world works*
- ♦ *How we organise ourselves*
- ♦ *Sharing the planet*

Central to the philosophy of the Ashburton Borough School Curriculum is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas.

The ABS curriculum is conceptually based, and as such learning starts with a big idea that we want students to understand.

The PYP provides a framework for the curriculum, including eight key concepts as one of its essential elements.

- ♦ *Form: What is it like?*
- ♦ *Function: How does it work?*
- ♦ *Causation: Why is it like it is?*
- ♦ *Change: How is it changing?*
- ♦ *Connection: How is it connected to other things?*
- ♦ *Perspective: What are the points of view?*
- ♦ *Responsibility: What is our responsibility?*
- ♦ *Reflection: How do we know?*

## **Additional aspects of the ABS curriculum that we value highly**

### **Camps**

Annual: Year 5-8; Needs to live within a suitable inquiry

#### **Rationale**

- ♦ Educative context / authentic learning
- ♦ Valued part of year 5-8.
- ♦ With particular importance to Health, PE, Social Science, Science
- ♦ Rotation of Low land Potacarp forest, Alpine, Sea and City

### **Science Fair**

Annual: Year 7/8; Inquiry focus - Nature of Science

#### **Rationale**

- ♦ Getting children excited about science
- ♦ Encapsulates the essence of science
- ♦ Building on skills
- ♦ Authentic hands on learning.
- ♦ Integrating ICT

### **PREP**

Annual: Year 5/6; Inquiry focus – Social Sciences and Technology

#### **Rationale**

- ♦ Cooperative group skills
- ♦ Economy, marketing
- ♦ Integrated maths (Financial literacy)
- ♦ Building on skills
- ♦ Authentic hands on learning.
- ♦ Integrated technology learning

### **Health/ Safety – All students**

Aspects of safety: KOS, DARE, Road, Fire, Water safety taught as explicit units as suits

### **Sexuality**

- ♦ Year 7/8 taught in the context of an inquiry
- ♦ Biannual cycle

### **Puberty Change**

- ♦ Year 6 taught as standalone unit

### **Swimming**

- ♦ Will be done on a term by term basis depending on water access
- ♦ Year 7/8 aquatics programme will be undertaken

**Productions** – ABS children will experience two productions in their time at Borough (with the opportunity to take part in other arts experiences as well)

#### **Rationale**

- ♦ Life experience
- ♦ Holistic – balanced children
- ♦ Opportunity to be part of an arts experience

**Year 8 is a year of celebration** - the culmination of all their years of learning and discoveries at Ashburton Borough School. This will include leadership opportunities, production, aquatics, science fair and camp all experienced through a variety of Inquiries.

Ashburton Borough School will value opportunities to explore the local environment e.g. Minerals to Art

### **Learning Support – Remedial and Extension / Enrichment programmes**

Amongst the pupils in the school are some who have been main-streamed on a full-time or part-time basis. These children have an allocation of teacher-aide time to help them work alongside their peers in a regular classroom setting. Other needs children are supported by in-house programmes funded by the school including;

- Literacy Assistance Programme (LAP)
- SuccessMaker
- STEPS
- Phonics interchange

Our SENCO provides extension and enrichment programmes to extend capable students. Junior classes undertake the movement and coordination programme PMP, enrichment groups cater for capable mathematicians, year 5/6 children are given the opportunity to participate in the LEARNZ programme and Science Challenge and Primary research is offered to middle and senior children.

All year 3-6 students are involved in an enrichment programme one afternoon a fortnight where they have the opportunity to choose an Arts, Social Science, Technology or ICT enrichment course of personal interest for ten weeks.

# Ashburton Borough School Curriculum Overview

<b>Literacy</b>	All classes will engage in quality literacy learning daily					
<b>Maths &amp; Statistics</b>	All classes will engage in quality mathematical learning daily					
<b>The Arts</b>	Staff will teach The Arts as a standalone discipline, but may also teach the Arts within an integrated unit					
<b>Health and Physical Education</b>	<p>Some aspects of Health will be covered as stand alone units. Eg DARE, Sexuality Education, Safety</p> <p>Students will inquire into other aspects of health within Transdisciplinary themes.</p> <p>Students will be engaged in explicit physical education teaching and learning on a regular basis.</p>					
<b>Learning Languages</b>	<p>Year 7 &amp; 8 students will be engaged in learning a second language (in addition to Te Reo)</p> <p>Years 1-6 children will engage in learning Te Reo Maori through a targeted programme and application of skills learnt within in other subject areas.</p>					
<b>Inquiry</b>	<p>Social Sciences, Science, Technology, Health, Te Reo and Environmental Education will be taught through integrated units of inquiry.</p> <p>Literacy, Maths and Statistics, The Arts and Health and PE will be integrated where applicable.</p> <p>ICT tools, Thinking skills and Information literacy skills will be taught in context through inquiry learning and Literacy.</p> <table border="1" data-bbox="510 932 2101 1340"> <thead> <tr> <th><b>PYP Transdisciplinary Framework</b></th> <th><b>Concepts</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>♦ Who we are</li> <li>♦ Where we are in time and place</li> <li>♦ How we express ourselves</li> <li>♦ How the world works</li> <li>♦ How we organise ourselves</li> <li>♦ Sharing the planet</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>♦ Form: What is it like?</li> <li>♦ Function: How does it work?</li> <li>♦ Causation: Why is it like it is?</li> <li>♦ Change: How is it changing?</li> <li>♦ Connection: How is it connected to other things?</li> <li>♦ Perspective: What are the points of view?</li> <li>♦ Responsibility: What is our responsibility?</li> <li>♦ Reflection: How do we know?</li> </ul> </td> </tr> </tbody> </table>		<b>PYP Transdisciplinary Framework</b>	<b>Concepts</b>	<ul style="list-style-type: none"> <li>♦ Who we are</li> <li>♦ Where we are in time and place</li> <li>♦ How we express ourselves</li> <li>♦ How the world works</li> <li>♦ How we organise ourselves</li> <li>♦ Sharing the planet</li> </ul>	<ul style="list-style-type: none"> <li>♦ Form: What is it like?</li> <li>♦ Function: How does it work?</li> <li>♦ Causation: Why is it like it is?</li> <li>♦ Change: How is it changing?</li> <li>♦ Connection: How is it connected to other things?</li> <li>♦ Perspective: What are the points of view?</li> <li>♦ Responsibility: What is our responsibility?</li> <li>♦ Reflection: How do we know?</li> </ul>
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## Ashburton Borough School ~ Programme of Inquiry 2009 Draft – Enlarge to A3

<p><b>Who we are</b> An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p><b>Where we are in time &amp; place</b> An exploration of our orientation in place &amp; time; of our personal histories; of history &amp; geography from local &amp; global perspectives; of our homes &amp; journeys; of the discoveries, explorations &amp; migrations of humankind; of the contributions of individuals &amp; civilisations.</p>	<p><b>How we express ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p><b>How the world works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p><b>How we organise ourselves</b> An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p><b>How we share the planet</b> An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them</p>
<p><b>Title:</b> Friendship <b>Curriculum Foci:</b> Health /English/ICT <b>Central Idea:</b> Friendships enrich our lives and require nurturing in order to develop <b>Lines of Inquiry:</b> -How friends are made and kept -Why friends are needed -Characteristics that help develop healthy friendships -Dealing with conflict in a positive way -Recognizing similarities and differences between myself and others -Our roles, rights and responsibilities <b>Concepts:</b> Function, Connection, Responsibilities Reflection Related concepts: identity, relationships <b>Term 1 Week 1/7</b></p>	<p><b>Title:</b> Then And Now <b>Curriculum Foci:</b> SS, Technology <b>Central Idea:</b> Forms of technology reflect changes in use and need over time <b>Lines of Inquiry:</b> - Changes in everyday items - Factors for change - Future changes <b>Concepts:</b> Function, Change <b>Related Concepts:</b> History, difference, similarities <b>Planning Links:</b> Ferrimead visit  <b>Term 3 Week 3/7</b></p>	<p><b>Title:</b> Tell me a Story <b>Curriculum Foci:</b> Arts/Eng/Maori /ICT <b>Central Idea:</b> People tell stories in a variety of ways for many reasons. <b>Lines of Inquiry:</b> -Why do people tell stories? -Different ways that stories are told such as movement, drama, rhyme, music and images. -Presentation of stories <b>Concepts:</b> Form, Function, Connection. <b>Related concepts</b> <b>Planning Links:</b> Entertain/Poetry-Prose Myths and Legends NZ Authors <b>Term 1 8/10 Term 2 1/5</b></p>	<p><b>Title:</b> Things come alive in Spring <b>Curriculum Foci:</b> Sci. English <b>Central Idea:</b> In Spring we experience many changes around us <b>Lines of Inquiry:</b> • Changes that happen in spring • Causes of change • Related changes <b>Concepts:</b> Causation, Connection <b>Related concepts:</b> <b>Planning Links:</b> Country day – Petting Zoo  <b>Term 3/4</b></p>	<p><b>Title:</b> Getting from Place to Place <b>Curriculum Foci:</b>SS/Health <b>Central Idea:</b> Transport has many forms and functions <b>Lines of Inquiry:</b> Transport around school Mechanics of bikes skateboards and rollerblades Design make and evaluate a mode of transport <b>Concepts:</b> Function, Form <b>Related concepts</b> <b>Planning Links:</b> Letter writing PLAINS MUSEUM  <b>Term 4</b></p>	<p><b>Title:</b> <i>Waste</i> <b>Curriculum Foci:</b> Sci/Enviro <b>Central Idea:</b> We take responsibility for our own rubbish by using the systems already in place Importance of caring for the planet Guardianship – Kaitiakitanga <b>Lines of Inquiry:</b> Classification of waste Reduce, reuse, recycle <b>Concepts:</b> Change, Responsibility, Reflection <b>Related concepts</b> <b>Planning Links:</b> Instructional writing Visit Wastebusters Term 2 Wk 6-10</p>
<p><b>TITLE:</b> Families <b>Curriculum Foci:</b> Health/SS/Arts <b>Central Idea:</b> Families are a central part of our lives. <b>Lines of Inquiry:</b> -Each others families –structures, similarities and differences -Roles within our families -Relationships within our families <b>Concepts:</b> Form, Function, Responsibility <b>Related concepts</b> <b>Planning Links:</b> Recounts  <b>Term 1</b></p>	<p><b>TITLE:</b> Where I live <b>Curriculum Foci:</b> SS/Sci <b>Central Idea:</b> Places people live have their history and unique features. <b>Lines of Inquiry:</b> -My local geography and history -Simple maps and mapping -Homes reflect their environment <b>Concepts:</b> Change, Connection, perspective <b>Related concepts</b> <b>Planning Links:</b> Instructions</p>	<p><b>TITLE:</b> Let's Celebrate <b>Curriculum Foci:</b> SS/Visual Arts/ Dance-Drama/Music <b>Central Idea:</b> People recognise important events through celebrations and traditions. <b>Lines of Inquiry:</b> -Rituals and celebrations -The significance and reasons behind celebrations -Connections between different cultures. <b>Concepts:</b> Connection, reflection, perspective <b>Related concepts:</b> Culture, Diversity, Values <b>Planning Links:</b> Writing to socialise</p>	<p><b>TITLE:</b> Let's watch <b>Curriculum Foci:</b> Sci/Tech <b>Central Idea:</b> Water is a medium to explore changes in physical properties. <b>An inquiry into:</b> -Properties of water (Floating/sinking, dissolving) -Water Cycle (changes of state) -Scientific observation. <b>Concepts:</b> Form, Change, connection Causation <b>Related concepts:</b> Freezing, melting, dissolving, floating, sinking, evaporation, condensation <b>Planning Links:</b> Writing to inquire Water Music – creating and listening</p>	<p><b>TITLE:</b> Communities <b>Curriculum Foci:</b> SS/HPE <b>Central Idea:</b> communities grow and change based on their location and community needs <b>Lines of Inquiry:</b> -How our school is organised -How our community is organised -The relationships between communities. <b>Concepts:</b> Function, Change, connection, responsibility <b>Related Concepts:</b> Similarities, differences, roles <b>Planning Links:</b> Recounts</p>	<p><b>TITLE:</b> Animals around us ?????? <b>Curriculum Foci:</b> Sci/Tech <b>Central Idea:</b> We share the environment with animals <b>Lines of Inquiry:</b> -Caring and protection -The meaning of interdependence. -Our responsibility <b>Concepts:</b> Responsibility, Form, Connection <b>Related concepts</b> Food chain, <b>Planning Links:</b> Reports</p>

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Y 3/4 - ODD	<p><b>TITLE:</b> <u>Friendships</u> <b>Curriculum Foci:</b> Health <b>Central Idea:</b> Relationships are enhanced by learning about other people's perspective and communicating our own. <b>Lines of Inquiry:</b> - Social Interactions - Acknowledging other's opinions - Managing and resolving conflict <b>Concepts:</b> Perspective, reflection <b>Related concepts</b> <b>Responsibility</b> <b>Planning Links:</b> Role plays-drama</p> <p><u>Term 1 Weeks 1-8</u></p>	<p><b>Title:</b> <u>Mapping</u> <b>Curriculum foci:</b> SS/English Maori <b>Central Idea:</b> Maps help show us where we are in place and time <b>Lines of Inquiry:</b> -Reading &amp; locating information using maps -Mapping places -Using symbols on maps <b>Concepts:</b> Form, Function, Causation <b>Related concepts</b> <b>Planning Links:</b> Measurement (distances) Position and Movement</p> <p><u>Term1 weeks 9/10 Term2 Wks 1/2</u></p>	<p><b>TITLE:</b> Creative Communication <b>Curriculum Foci:</b> Arts/SS/Maori/Tech <b>Central Idea:</b> we use a variety of ways to communicate our ideas, feelings and beliefs <b>Lines of Inquiry:</b> -Communicating in variety of ways e.g. art, music, dance, craft, story telling, literature -Personal responses and creation -Cultural communication <b>Concepts:</b> Form, Function, connection <b>Related concepts</b> <b>Planning Links:</b> Entertain/Poetry</p> <p><u>Term 3 Weeks 1/5</u></p>	<p><b>TITLE:</b> Sound and Light <b>Curriculum Foci:</b> Sci/Music <b>Central Idea:</b> Sound and light are forms of energy that have observable features that are integral to our physical experiences <b>Lines of Inquiry:</b> -Properties of light and sound -Ways of observing and measuring light and sound. <b>Concepts:</b> Form, Function, causation <b>Related concepts</b> <b>Planning Links:</b> Instructions Explanations</p> <p><u>SCIENCE ALIVE VISIT</u></p> <p><u>Term 3 Weeks 6/10</u></p>	<p><b>Title:</b> <u>Leisuretime – Groups we belong to.</u> <b>Curriculum Foci:</b> HPE/SS/Arts <b>Central Idea:</b> Communities organize themselves into leisure time activities for many reasons and in different ways. <b>Lines of Inquiry:-</b>The role of leisure time activities and events within communities.-The benefits of leisure time activities for individuals and communities. -How leisure time activities are formed, organized and maintained. <b>Concepts:</b> Function, Connection ,causation, Responsibility <b>Planning Links:</b> Language - Writing to socialise, letters, thank you cards, invitations Maths Strand – N/A</p> <p><u>Term 4</u></p>	<p><b>TITLE:</b> <u>Minimizing Waste</u> <b>Curriculum Foci:</b> <u>SciEnviro/Maori</u> <b>Central Idea:</b> <b>Lines of Inquiry:</b> -What is rubbish -How can we classify rubbish -Where does rubbish come from? -Where does it go <b>Concepts:</b> Change, connection, responsibility <b>Related concepts</b> <b>Planning Links:</b> <u>WASTEBUSTERS</u></p> <p><u>Term 2 Weeks 3/10</u></p>
Y 3/4 EVEN	<p><b>TITLE:</b> Balanced Bodies <b>Curriculum Foci:</b> HPE/Sci <b>Central Idea:</b> Making balanced choices about daily routine enables us to have a healthy life style. <b>Lines of Inquiry:</b> -Daily habits and routines(hygiene, Sleep, play, eating) -Balanced choices -Consequences of choices. <b>Concepts:</b> Causation, perspective, Responsibility, reflection <b>Related concepts</b> <b>Planning Links:</b> Reports Writing to inquire Technology – designing and creating a balanced lunch</p> <p><u>Term 1 Week 1/4</u></p>	<p><b>TITLE:</b> Learning about the Past <u>Minerals to Arts????????</u> <b>Curriculum Foci:</b> SS/Tech <b>Central Idea:</b> Artefacts provide a window into our past <b>Lines of Inquiry:</b> Learning about each others histories. Things valued from the past i.e artefacts culture; tradition etc Local history <b>Concepts:</b> Change, Connection, causation, reflection <b>Related concepts</b> <b>Planning Links:</b> Recounts</p> <p><u>Term 1 Week 5-10??</u></p>	<p><b>TITLE:</b> Fact or Fiction? <b>Curriculum Foci:</b> SS/Arts/ Māori <b>Central Idea:</b> Throughout time, people have told stories to explain natural phenomena and human behaviour. <b>Lines of Inquiry:</b> -Connections between myths/legends and facts -Similarities between cultures, e.g. moon, sun, death stories esp. Maori <b>Concepts:</b> Form, Connections, perspective <b>Related concepts</b> <b>Planning Links:</b> Entertain/Prose, Explanations Musical traditions. Dance/music in storytelling <u>HELEN MORAN Term 3</u></p>	<p><b>TITLE:</b> Cycles <u>Planets???????</u> <b>Curriculum Foci:</b> Science <b>Central Idea:</b> Our activity is usually connected to the earths natural cycles. <b>Lines of Inquiry:</b> -Seasonal cycles (sun) -Tidal cycles(moon) -Weather and climate cycles -health and safety is related to climate and seasonal changes <b>Concepts:</b> Form, function, connection, Responsibility <b>Related concepts</b> <b>Planning Links:</b> Explanations Instructions Technology</p> <p><u>Term 2/3????</u></p>	<p><b>TITLE:</b> Helping Hands <b>Curriculum Foci:</b> Social studies <b>Central Idea:</b> Communities provide interconnected services designed to meet peoples needs. <b>Lines of Inquiry:</b> -Reasons people live in the local community -Services needed to support a community. <b>Concepts:</b> Form ,Function, connection, responsibility <b>Related concepts</b> <b>Planning Links:</b> Recounts</p> <p><u>KEEPING OURSELVES SAFE POLICE / FIRE Visits</u></p> <p><u>Term 2/3????</u></p>	<p><b>TITLE:</b> Gardening and Organics <b>Curriculum Foci:</b> Sci/Tech/Maori <b>Central Idea:</b> Growing food has been a human activity for thousands of years and involves using our earth's precious resources. <b>Lines of Inquiry:</b> -Cultural traditions of Horticulture - Soil, compost, and vermiculture Preparing, planting and harvesting gardens. Caring for our planet through gardening practices. (Companion planting) <b>Concepts:</b> Function, change, connection ,responsibility <b>Related concepts:</b> <b>Planning Links:</b> Instructions <u>Term 4 (last 2 wks T3)</u></p>

An inquiry into;	<p><b>Who we are</b> An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p><b>Where we are in time &amp; place</b> An exploration of our orientation in place &amp; time; of our personal histories; of history &amp; geography from local &amp; global perspectives; of our homes &amp; journeys; of the discoveries, explorations &amp; migrations of humankind; of the contributions of individuals &amp; civilisations.</p>	<p><b>How we express ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p><b>How the world works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p>One off Science Challenge investigations – May to September</p> </div>	<p><b>How we organise ourselves</b> An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p><b>How we share the planet</b> An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them</p>
Y 5/6 -ODD	<p><b>Title:</b> Our Traditions &amp; Beliefs Term 1 (Class Expectations) Curriculum Foci: Social studies / Health / Arts Central Idea: what we believe is a part of who we are <b>Lines of Inquiry:</b> -What we believe -How beliefs influence the way we behave. -The impact of religion and spiritual traditions in society. Concepts: Perspective, reflection Related concepts: Diversity, perception <b>Planning links:</b> Literacy: Descriptions/Explanations KC Relating to others</p>	<p><b>Title:</b> Founders of our Land Term 1 (Camp – Living Springs) Curriculum Foci: Arts/SS/Maori Central Idea: Throughout time people have migrated and immigrated with effects on themselves, others and the environment. <b>Lines of Inquiry:</b> • There is always impact on people and the environment from immigrants. • Cultural diversity changes through migration. • Relationship in countries where more than one culture exists. Concepts: Connection, change and perspectives. <b>Planning Links:</b> Literacy - inform KC Participating and Contributing</p>	<p><b>Title:</b> Our Heroes Term 3 (Production 4 year cycle) Curriculum Foci: Art/SS Central Idea: Choices of role models reflect the characteristics that societies and individuals value. <b>Lines of Inquiry:</b> - Role models and why we value them - Why we should develop our own gifts talents and interests. - How personal strengths can be applied to others. Concepts: Perspective, Causation Related Concepts: <b>Planning Links:</b> Literacy – Oral / Visual The Arts - Music/Dance /Drama KC Thinking skills / Reflection and managing self</p>	<p><b>Title:</b> Adapt to Survive Term 2 or as suits (Camp?) Curriculum Foci: Sci/Tech/Enviro Central Idea: Over time living things need to adapt in order to survive. <b>Lines of Inquiry:</b> -Concept of adaptation. -circumstances that lead to adaptation. - How plants adapt or respond to environmental conditions Concepts: Function, change, causation, Responsibility Related Concepts: <b>Planning Links:</b> Literacy – Explain Mathematics – number KC Language symbols, text and thinking</p>	<p><b>Title:</b> Power to the people Term 4 – (Govt / National / Inter) Curriculum Foci: SS/Health Central Idea: People organise the way they live and work together in a range of ways <b>Lines of Inquiry:</b> - Rights and responsibilities – systems of government - International organisations – e.g. UN, NATO, and their purposes. Concept: Form, Function, perspective, connection, Responsibility Related Concepts: <b>Planning Links:</b> Info Literacy – inquire / research KC relating to others (global sense – developing empathy)</p>	<p><b>Title:</b> Sustainable Choices Term 2 (Waste – whole school focus) Curriculum Foci: Sci/SS/Tech Central Idea: Our personal choices can have an impact on our environment. <b>Lines of Inquiry:</b> • Identify their ecological footprint. • Past, Present and future ecological footprint. • Waste management Concepts: Responsibility, connection and perspective Related Concepts: <b>Planning Links:</b> Literacy – Persuade Maths Strand – statistics KC Thinking – critically and creatively</p>
Y 5/6 - EVEN	<p><b>TITLE:</b> Team Work Term 1 (Class Expectations) <u>Kia Kaha</u> Curriculum Foci: Health/SS Central Idea: It is our right to work together in healthy and productive ways. <b>An inquiry into:</b> -Individual and collective values, attitudes and beliefs -Friends and Relationships -Conflict resolution Concepts: Connection, reflection, perspective Related Concepts: <b>Planning Links:</b> The Arts/ English / Life Education KC Relating to others</p>	<p><b>TITLE:</b> N.E.W.S Term 1 (Camp – alternate location) Curriculum Foci: SS/Maths Central Idea: People have created visual representations of the earth for navigation. <b>Lines of Inquiry:</b> -The nature and variety of maps, globes and atlases -Forms of navigation. - orienteering Concepts :Form Function, causation, connection Related Concepts: <b>Planning Links:</b> Literacy: Explanations Maths – mapping KC Participating and contributing</p>	<p><b>TITLE:</b> Advertising Term 3 (Signs, Symbols and Slogans) Curriculum Foci: SS/Eng/Arts Central Idea: Symbols of popular culture are used to achieve status or power and to persuade others <b>Inquiry:</b> -The purpose of advertising -Exploring influences of advertising - Interpreting messages and images. Concepts: Function, Connection Perspective Related Concepts: <b>Planning Links</b> Literacy : Persuasion / Speeches KC Using Language, symbols and text</p>	<p><b>TITLE:</b> Simple Machines Term 2 or as suits Curriculum Foci: Tech/SS/Science Central Idea: People create and develop machines to do work . <b>An inquiry into:</b> -The history and development of machines (use of forces) - Exploring forces. - Positive and negative impacts of machines. - Inventions for a sustainable future Concepts: Form, function causation, Change Related concepts <b>Planning Links:</b> Literacy: Explain/Environment KC Thinking skills / Reflection and managing self</p>	<p><b>TITLE:</b> From Dirt to Dinner Term 4 (PrEP Xmas Theme) Curriculum Foci: Tech/SS/Health Central Idea: Production of goods is a complex system involving people in different roles. <b>Lines of inquiry:</b> -The process of production for different types of goods -Human roles in the process of production and distribution -Human roles as consumers in the economic system. Concepts: Function, Connection, change Related Concepts: <b>Planning Links:</b> Literacy: Reports / CV's KC Relating to others</p>	<p><b>Title:</b> Precious Water Term 1 / 2 (Stream study – Camp) Curriculum Foci: Sci/ Enviro / Tech Central Idea: Water is essential to life and is a limited resource for many people <b>Lines of Inquiry:</b> -Sources of water and how water is used -Water conservation and management - Water Pollution -Distribution and availability of useable water Concepts: Form, Function, Responsibility Related Concepts: <b>Planning links:</b> Literacy: Explanations KC Thinking – critically and creatively</p>

An inquiry into;	<p><b>Who we are</b> An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p><b>Where we are in time &amp; place</b> An exploration of our orientation in place &amp; time; of our personal histories; of history &amp; geography from local &amp; global perspectives; of our homes &amp; journeys; of the discoveries, explorations &amp; migrations of humankind; of the contributions of individuals &amp; civilisations.</p>	<p><b>How we express ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p><b>How the world works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p><b>How we organise ourselves</b> An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p><b>How we share the planet</b> An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them</p>
Y 7/8 - ODD	<p><b>Title: Brain power</b> <b>Curriculum Foci:</b> Health, Social Studies <b>Central Idea:</b> Learning is fundamental to being human. <b>Lines of Inquiry:</b> -How people learn. -Ways learning connects us to the wider world. -Making learning meaningful. <b>Concepts:</b> Function, reflection and connection <b>Related concepts:</b> <b>Planning Links:</b> Literacy - Explanation writing Maths Strand - Statistics</p>	<p><b>TITLE: Links to the past</b> <b>Curriculum Foci:</b> Social Studies, Tech <b>Central Idea:</b> Past and present civilisations are linked in many ways. <b>Lines of Inquiry:</b> An ancient civilisation and its characteristics Similarities and differences between past and present day civilisations <b>Concepts:</b> Connection, change, perspective <b>Related Concepts:</b> <b>Planning Links:</b> Report writing - visual</p>	<p><b>TITLE: Real or not?</b> <b>Curriculum Foci:</b> IT, Tech <b>Central Idea:</b> Visual media and sound can create, alter or manipulate images and perceptions <b>Lines of Inquiry:</b> Film-making Role and effects of media <b>Concepts :</b>Function, Perspective Form, Reflection <b>Related Concepts:</b> <b>Planning Links:</b> Entertain – narrative, poetry</p>	<p><b>TITLE: Energy</b> <b>Curriculum Foci:</b> Science, Music, Technology <b>Central Idea:</b> Energy may be converted from one form to another and stored in various ways. <b>Lines of Inquiry:</b> -Forms of energy -The storage and transformation of energy. -Conservation of energy -Renewable and sustainable energy. <b>Concepts :</b>Form, Function, Causation, responsibility <b>Related Concepts:</b> <b>Planning Links:</b> Descriptions/Information Measurement</p>	<p><b>TITLE: Get a real job!</b> <b>Curriculum Foci:</b> Social Studies, Careers <b>Central Idea:</b> A community relies on people for it to succeed and be sustained <b>Lines of Inquiry:</b> Work and employment Future work Systems of interdependence <b>Concepts:</b> Perspective, responsibility, reflection <b>Related Concepts:</b> <b>Planning Links:</b> Persuasive and Informative - CVs</p>	<p><b>TITLE: Biodiversity</b> <b>Curriculum Foci:</b> Science <b>Central Idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems. <b>Lines of Inquiry:</b> -Interdependence within ecosystems biomes and environments. -Ways in which organisms are inter connected in nature -How human interaction with the environment can affect the balance of systems. <b>Concepts:</b> Connection, change, causation <b>Related concepts:</b> <b>Planning Links:</b> IT – power points - integration</p>
Y 7/8 - EVEN	<p><b>Term 1</b> <b>TITLE: Your Choice</b> <b>Curriculum foci:</b> Science, Health Writing to inquire <b>Central Idea:</b> Complex factors contribute to the process of making decisions that have implications for ourselves and others. <b>Lines of Inquiry:</b> -Factors that influence our decisions -Decision-making process for groups and individuals -Impact or consequences that decisions can have. <b>Concepts :</b>Change, Perspective, reflection, responsibility <b>Related Concepts:</b> <b>Planning Links</b> P.E. Statistics</p>	<p><b>TITLE: A sense of Place</b> <b>Curriculum Foci:</b> Social Studies <b>Central Idea:</b> The development of global perspective is supported through understanding our place in the world in relation to others. <b>Lines of Inquiry:</b> How we represent place. Representation of our place in time What is public and our responsibility to these places <b>Concepts:</b> <b>Related Concepts:</b> <b>Planning Links:</b> Descriptions Reports</p>	<p><b>TITLE: One of a Kind</b> <b>Curriculum Foci:</b> The Arts, ICT/English/Maori/SS <b>Central Idea:</b> People use many forms of expression to convey their uniqueness as human beings, individually and in groups <b>Lines of Inquiry:</b> Artists expression Pathways to expression Vehicles for expression <b>Concepts:</b> <b>Related Concepts:</b> <b>Planning Links:</b> Entertain – poetry and prose Geometry</p>	<p><b>TITLE: The Nature of science</b> <b>Curriculum Foci:</b> Science/Tech <b>Central Idea:</b> Careful scientific study is necessary to understand the world around us <b>Lines of Inquiry:</b> -Scientific knowledge changes over time. -Carry out investigations to develop simple explanations. -The use of a range of scientific symbols conventions and vocab. - To explore various aspects of a scientific issue and make decisions about possible actions. <b>Concepts:</b> <b>Related Concepts:</b> <b>Planning Links:</b> Procedural texts Explanation Measurement</p>	<p><b>TITLE: The Market Place</b> <b>Curriculum Foci:</b> Social Studies, PREP, Tech/HPE <b>Central Idea:</b> In most societies goods and services are produced on a supply and demand basis. <b>Lines of Inquiry:</b> Business opportunities Supply and demand Market research <b>Concepts:</b> <b>Related Concepts:</b> <b>Planning Links:</b> Writing to inquire</p>	<p><b>Term 4</b> <b>TITLE: The Human Challenge</b> <b>Curriculum Foci:</b> Science, Social Studies, Health <b>Central Idea:</b> Humans worldwide face a variety of challenges and risks <b>Lines of Inquiry:</b> -Challenges and risks that humans face. How humans respond to challenges and risks. Ways in which individuals organisations and nations work to protect from risk. <b>Concepts:</b> <b>Related Concepts:</b> <b>Planning Links:</b> Persuade Integrate genres Music Action</p>

**English**  
**Listening, Reading, and Viewing**  
**Processes and strategies; Students will:**  
 • Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.  
**INDICATORS:**

- selects and reads texts for enjoyment and personal fulfilment;
- has an awareness of the connections between oral, written, and visual language;
- uses sources of information (meaning, structure, visual and grapho- phonic information) and prior knowledge to make sense of a range of texts;
- associates sounds with letter clusters as well as with individual letters;
- uses processing and some comprehension strategies with some confidence;
- is developing the ability to think critically about texts;
- begins to monitor, self-evaluate, and describe progress.

**Speaking, Writing, and Presenting**  
**Processes and strategies; Students will:**  
 • Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.  
**INDICATORS:**

- has an awareness of the connections between oral, written, and visual language when creating text;
- creates texts by using meaning, structure, visual and grapho- phonic sources of information, prior knowledge, and some processing strategies with some confidence;
- seeks feedback and makes changes to texts;
- is becoming reflective about the production of own texts;
- begins to monitor, self-evaluate, and describe progress.

**Learning Languages level 1 and 2**  
**Proficiency Descriptor**  
 Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations. selecting and using language, symbols, and texts to communicate  
**In selected linguistic and sociocultural contexts, students will:**

- Receive and produce information.
- Produce and respond to questions and requests.
- Show social awareness when interacting with others.

**Language Knowledge**  
*Students will:*

- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

**Cultural Knowledge**  
*Students will:*

- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).

**ASHBURTON BOROUGH SCHOOL**  
**CURRICULUM TRACKING SHEET ~ LEVEL 1**

Use tracking sheet to ensure coverage of objectives and key competencies in the National Curriculum subjects and integrated skills areas – Environmental Education, ICT and Information Literacy.  
 Identify aspects covered using coloured highlighters  
 Term 1 = Green  
 Term 2 = Pink  
 Term 3 = Yellow  
 Term 4 = Purple  
 Use tracking sheet in conjunction with integrated planner format when creating units to maximise integration opportunities.

**Key Competencies**

**Thinking**  
 Use creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.  
 Reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge thinking

**Using language, symbols, and texts**  
 Making meaning of the codes in which knowledge is expressed;  
 Interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.  
 Confidently use ICT to access and provide information and to communicate with others.

**Managing Self**  
 Self-motivated, enterprising, resourceful, reliable, and resilient,  
 Set personal goals, make plans, manage projects, high standards.  
 Strategies for meeting challenge.  
 Knowledge of leadership and independence.

**Relating to Others**  
 Interact effectively with a range of people  
 Listen actively, recognise different points of view, negotiate, share ideas.  
 Open to new learning and able to take different roles  
 Aware of how their words and actions affect others.  
 Knowledge of when to compete and when to co-operate.

**Participating and Contributing**  
 Actively involved in communities. ie family, whānau, and school.  
 Contribute appropriately as a group member  
 Make connections with others  
 Create opportunities for others in the group  
 Balance rights, roles, and responsibilities

ICT Tools	
Skill	Tool/Software
Word Process	Word, Publisher, Clicker
Research	CDROM's Internet
Communicate	Email, Phone, Fax
Graphics	Paint, Kid pix, Photo ware
	Digital camera
Sound	Use microphones, Record speech

**Mathematics and Statistics**  
**Number and Algebra**  
**Number strategies**  
 • Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.  
**Number knowledge**  
 • Know the forward and backward counting sequences of whole numbers to 100.  
 • Know groupings with five, within ten, and with ten.  
**Equations and expressions**  
 • Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.  
**Patterns and relationships**  
 • Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.  
 • Create and continue sequential patterns.

**Geometry and Measurement**  
**Measurement**  
 • 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.  
**Shape**  
 • Sort objects by their appearance.  
**Position and orientation**  
 • Give and follow instructions for movement that involve distances, directions, and half or quarter turns.  
 • Describe their position relative to a person or object.  
**Transformation**  
 • Communicate and record the results of translations, reflections, and rotations on plane shapes.

**Statistics**  
**Statistical investigation**  
 • Conduct investigations using the statistical enquiry cycle:  
 – posing and answering questions;  
 – gathering, sorting and counting, and displaying category data;  
 – discussing the results.  
**Statistical literacy**  
 • Interpret statements made by others from statistical investigations and probability activities.  
**Probability**  
 • Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.

**Information Literacy Skills** as written in detail in each level of literacy plan

Library Knowledge
Knowing about books
Info Literacy Skills

<p><b>Science Level 1 &amp; 2</b></p> <p><b>Nature of Science</b>  <b>Understanding about science</b>  <ul style="list-style-type: none"> <li>Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.</li> </ul> <b>Investigating in 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> </ul> <b>Communicating in science</b>  <ul style="list-style-type: none"> <li>Build their language and develop their understandings of the many ways the natural world can be represented.</li> </ul> <b>Participating and contributing</b>  <ul style="list-style-type: none"> <li>Explore and act on issues and questions that link their science learning to their daily living.</li> </ul> </p>
<p><b>Living World</b>  <b>Life processes</b>  <ul style="list-style-type: none"> <li>Recognise that all living things have certain requirements so they can stay alive.</li> </ul> <b>Ecology</b>  <ul style="list-style-type: none"> <li>Recognise that living things are suited to their particular habitat.</li> </ul> <b>Evolution</b>  <ul style="list-style-type: none"> <li>Recognise that there are lots of different living things in the world and that they can be grouped in different ways.</li> <li>Explain how we know that some living things from the past are now extinct.</li> </ul> </p>
<p><b>Planet Earth and Beyond</b>  <b>Earth systems</b>  <ul style="list-style-type: none"> <li>Explore and describe natural features and resources.</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.</li> </ul> <b>Astronomical systems</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.</li> </ul> </p>
<p><b>Physical World</b>  <b>Physical inquiry and physics concepts</b>  <ul style="list-style-type: none"> <li>Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, heat.</li> <li>Seek and describe simple patterns in physical phenomena.</li> </ul> </p>
<p><b>Material World</b>  <b>Properties and changes of matter</b>  <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.</li> </ul> <b>Chemistry and society</b>  <ul style="list-style-type: none"> <li>Find out about the uses of common materials and relate these to their observed properties.</li> </ul> </p>
<p><b>Environmental Education</b>  <b>Interdependence</b>  relationships between all living things and their environment  <b>Biodiversity:</b>  variety of life  <b>Personal and Social Responsibility:</b>  taking positive action to solve environmental problems and recognising Maori culture and traditions  <b>Sustainability:</b>  Using resources wisely  Sharing resources and not wasting them  Understanding that all living things rely on each other  Maintaining nature's balance  Sharing with others why we should be sustainable</p>

<p><b>Technology level 1</b>  <b>Technological Practice</b>  <b>Planning for practice</b>  <ul style="list-style-type: none"> <li>Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.</li> </ul> <b>Brief development</b>  <ul style="list-style-type: none"> <li>Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.</li> </ul> <b>Outcome development and evaluation</b>  <ul style="list-style-type: none"> <li>Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.</li> </ul> </p>
<p><b>Technological Knowledge</b>  <b>Technological modelling</b>  <ul style="list-style-type: none"> <li>Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.</li> </ul> <b>Technological products</b>  <ul style="list-style-type: none"> <li>Understand that technological products are made from materials that have performance properties.</li> </ul> <b>Technological systems</b>  <ul style="list-style-type: none"> <li>Understand that technological systems have inputs, controlled transformations, and outputs.</li> </ul> </p>
<p><b>Nature of Technology</b>  <b>Characteristics of technology</b>  <ul style="list-style-type: none"> <li>Understand that technology is purposeful intervention through design.</li> </ul> <b>Characteristics of technological outcomes</b>  <ul style="list-style-type: none"> <li>Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.</li> </ul> </p>

<p><b>Health and Physical Education</b>  <b>Personal Health and Physical Development</b>  <b>Personal growth and development</b>  <ul style="list-style-type: none"> <li>Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</li> </ul> <b>Regular physical activity</b>  <ul style="list-style-type: none"> <li>Participate in creative and regular physical activities and identify enjoyable experiences.</li> </ul> <b>Safety management</b>  <ul style="list-style-type: none"> <li>Describe and use safe practices in a range of contexts and identify people who can help.</li> </ul> <b>Personal identity</b>  <ul style="list-style-type: none"> <li>Describe themselves in relation to a range of contexts.</li> </ul> </p>
<p><b>Movement Concepts and Motor Skills</b>  <b>Movement skills; Science and technology</b>  <ul style="list-style-type: none"> <li>Develop a wide range of movement skills, using a variety of equipment and play environments.</li> </ul> <b>Positive attitudes; Challenges and social and cultural factors</b>  <ul style="list-style-type: none"> <li>Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.</li> </ul> </p>
<p><b>Relationships with Other People</b>  <b>Relationships</b>  <ul style="list-style-type: none"> <li>Explore and share ideas about relationships with other people.</li> </ul> <b>Identity, sensitivity, and respect</b>  <ul style="list-style-type: none"> <li>Demonstrate respect through sharing and co-operation in groups.</li> </ul> <b>Interpersonal skills</b>  <ul style="list-style-type: none"> <li>Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.</li> </ul> </p>
<p><b>Healthy Communities and Environments</b>  <b>Community resources</b>  <ul style="list-style-type: none"> <li>Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.</li> </ul> <b>Rights, responsibilities, and laws; People and the environment</b>  <ul style="list-style-type: none"> <li>Take individual and collective action to contribute to environments that can be enjoyed by all.</li> </ul> </p>

<p><b>The Arts level 1</b>  <b>Understanding the Arts in Context - Dance</b>  <ul style="list-style-type: none"> <li>Demonstrate an awareness of dance in their lives and in their communities.</li> </ul> <b>Developing Practical Knowledge</b>  <ul style="list-style-type: none"> <li>Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.</li> </ul> <b>Developing Ideas</b>  <ul style="list-style-type: none"> <li>Improvise and explore movement ideas in response to a variety of stimuli.</li> </ul> <b>Communicating and Interpreting</b>  <ul style="list-style-type: none"> <li>Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.</li> </ul> </p>
<p><b>Understanding the Arts in Context- Drama</b>  <ul style="list-style-type: none"> <li>Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.</li> </ul> <b>Developing Practical Knowledge</b>  <ul style="list-style-type: none"> <li>Explore the elements of role, focus, action, tension, time, and space through dramatic play.</li> </ul> <b>Developing Ideas</b>  <ul style="list-style-type: none"> <li>Contribute and develop ideas in drama, using personal experience and imagination.</li> </ul> <b>Communicating and Interpreting</b>  <ul style="list-style-type: none"> <li>Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.</li> </ul> </p>
<p><b>Understanding the Arts in Context – Music</b>  <ul style="list-style-type: none"> <li>Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.</li> </ul> <b>Developing Practical Knowledge</b>  <ul style="list-style-type: none"> <li>Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.</li> </ul> <b>Developing Ideas</b>  <ul style="list-style-type: none"> <li>Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.</li> <li>Explore ways to represent sound and musical ideas.</li> </ul> <b>Communicating and Interpreting</b>  <ul style="list-style-type: none"> <li>Share music making with others.</li> <li>Respond to live and recorded music.</li> </ul> </p>
<p><b>Understanding the Arts in Context – Visual Art</b>  <ul style="list-style-type: none"> <li>Share ideas about how and why their own and others' works are made and their purpose, value, and context.</li> </ul> <b>Developing Practical Knowledge</b>  <ul style="list-style-type: none"> <li>Explore a variety of materials and tools and discover elements and selected principles.</li> </ul> <b>Developing Ideas</b>  <ul style="list-style-type: none"> <li>Investigate visual ideas in response to a variety of motivations, observation, and imagination.</li> </ul> <b>Communicating and Interpreting</b>  <ul style="list-style-type: none"> <li>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul> </p>
<p><b>Social Sciences</b>  <b>Social Studies</b>  <i>Students will gain knowledge, skills, and experience to:</i>  <ul style="list-style-type: none"> <li>Understand how belonging to groups is important for people.</li> <li>Understand that people have different roles and responsibilities as part of their participation in groups.</li> <li>Understand how the past is important to people.</li> <li>Understand how places in New Zealand are significant for individuals and groups.</li> <li>Understand how the cultures of people in New Zealand are expressed in their daily lives.</li> </ul> </p>

**English**

**Listening, Reading, and Viewing**

**Processes and strategies; Students will:**

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

**INDICATORS:**

- selects and reads texts for enjoyment and personal fulfilment;
- recognises connections between oral, written, and visual language;
- selects and uses sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;
- uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions;
- selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;
- thinks critically about texts with some confidence;
- monitors, self-evaluates, and describes progress with some confidence.

**Speaking, Writing, and Presenting**

**Processes and strategies; Students will:**

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

**INDICATORS:**

- shows some understanding of the connections between oral, written, and visual language when creating texts;
- creates texts by using meaning, structure, visual and graphophonetic sources of information, and processing strategies with growing confidence;
- seeks feedback and makes changes to texts to improve clarity and meaning;
- is reflective about the production of texts: monitors, self evaluates, and describes progress with some confidence.

**Learning Languages**

**Proficiency Descriptor**

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

selecting and using language, symbols, and texts to communicate

**In selected linguistic and sociocultural contexts, students will:**

- Receive and produce information.
- Produce and respond to questions and requests.
- Show social awareness when interacting with others.

**Language Knowledge**

**Students will:**

- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

**Cultural Knowledge**

**Students will:**

- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).

**ASHBURTON BOROUGH SCHOOL CURRICULUM TRACKING SHEET - LEVEL 2**

Use tracking sheet to ensure coverage of objectives and key competencies in the National Curriculum subjects and integrated skills areas – Environmental Education, ICT and Information Literacy.

Identify aspects covered using coloured highlighters

- Term 1 = Green
- Term 2 = Pink
- Term 3 = Yellow
- Term 4 = Purple

Use tracking sheet in conjunction with integrated planner format when creating units to maximise integration opportunities.

**Key Competencies**

**Thinking**

Use creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.

Reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge thinking

**Using language, symbols, and texts**

Making meaning of the codes in which knowledge is expressed;

Interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.

Confidently use ICT to access and provide information and to communicate with others.

**Managing Self**

Self-motivated, enterprising, resourceful, reliable, and resilient.

Set personal goals, make plans, manage projects, high standards.

Strategies for meeting challenge.

Knowledge of leadership and independence.

**Relating to Others**

Interact effectively with a range of people

Listen actively, recognise different points of view, negotiate, share ideas.

Open to new learning and able to take different roles

Aware of how their words and actions affect others.

Knowledge of when to compete and when to co-operate.

**Participating and Contributing**

Actively involved in communities. ie family, whānau, and school.

Contribute appropriately as a group member

Make connections with others

Create opportunities for others in the group

Balance rights, roles, and responsibilities

**ICT Tools**

Skill	Tool/Software
Word Process	Word, Publisher
Research	CDROM's Internet
Communicate	Phone, Fax
Graphics	Paint, Kid pix, Photo ware
	Digital camera
Sound	Microphones/record speech

**Mathematics and Statistics**

**Number and Algebra**

**Number strategies**

- Use simple additive strategies with whole numbers and fractions.

**Number knowledge**

Know forward and backward counting sequences with whole numbers to at least 1000.

- Know the basic addition and subtraction facts.
- Know how many ones, tens, and hundreds are in whole numbers to at least 1000.
- Know simple fractions in everyday use
- Know groupings with five, within ten, and with ten.

**Equations and expressions**

- Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

**Patterns and relationships**

- Generalise that whole numbers can be partitioned in many ways.
- Find rules for the next member in a sequential pattern.

**Geometry and Measurement**

**Measurement**

- Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.
- Partition and/or combine like measures and communicate them, using numbers and units.

**Shape**

- Sort objects by their spatial features, with justification.
- Identify and describe the plane shapes found in objects.

**Position and orientation**

- Create and use simple maps to show position and direction.
- Describe different views and pathways from locations on a map.

**Transformation**

- Predict and communicate the results of translations, reflections, and rotations on plane shapes.

**Statistics**

**Statistical investigation**

- Conduct investigations using the statistical enquiry cycle:
  - posing and answering questions;
  - gathering, sorting, and displaying category and whole-number data;
  - communicating findings based on the data.

**Statistical literacy**

- Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.

**Probability**

- Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty.

**Information Literacy Skills** as written in detail in each level of literacy plan

Library Knowledge

Knowing about books

Info Literacy Skills

## Science: level 1 and 2

### Nature of Science

#### **Understanding about science**

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

#### **Investigating in science**

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

#### **Communicating in science**

- Build their language and develop their understandings of the many ways the natural world can be represented.

#### **Participating and contributing**

- Explore and act on issues and questions that link their science learning to their daily living.

### Living World

#### **Life processes**

- Recognise that all living things have certain requirements so they can stay alive.

#### **Ecology**

- Recognise that living things are suited to their particular habitat.

#### **Evolution**

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways.
- Explain how we know that some living things from the past are now extinct.

### Planet Earth and Beyond

#### **Earth systems**

- Explore and describe natural features and resources.

#### **Interacting systems**

- Describe how natural features are changed and resources affected by natural events and human actions.

#### **Astronomical systems**

- Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

### Physical World

#### **Physical inquiry and physics concepts**

- Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, heat.
- Seek and describe simple patterns in physical phenomena.

### Material World

#### **Properties and changes of matter**

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

#### **Chemistry and society**

- Find out about the uses of common materials and relate these to their observed properties.

## Environmental Education

### Interdependence

relationships between all living things and their environment

#### **Biodiversity:**

variety of life

#### **Personal and Social Responsibility:**

taking positive action to solve environmental problems and recognising Maori culture and traditions

#### **Sustainability:**

Using resources wisely

Sharing resources and not wasting them

Understanding that all living things rely on each other

Maintaining nature's balance

Sharing with others why we should be sustainable

## Technology Level 2

### Technological Practice

#### **Planning for practice**

- Develop a plan that identifies key stages / resources needed to complete outcome.

#### **Brief development**

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

#### **Outcome development and evaluation**

- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

### Technological Knowledge

#### **Technological modelling**

- Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

#### **Technological products**

- Understand that there is a relationship between a material used /its performance properties.

#### **Technological systems**

- Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.

### Nature of Technology

#### **Characteristics of technology**

- Understand that technology both reflects and changes society and the environment and increases people's capability.

#### **Characteristics of technological outcomes**

- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

## Health and Physical Education Level 2

### Personal Health and Physical Development

#### **Personal growth and development**

- Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.

#### **Regular physical activity**

- Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

#### **Safety management**

- Identify risk and use safe practices in a range of contexts.

#### **Personal identity**

- Identify personal qualities that contribute to a sense of self-worth.

### Movement Concepts and Motor Skills

#### **Movement skills**

- Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.

#### **Positive attitudes**

- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

#### **Science and technology**

- Use modified equipment in a range of contexts and identify how this enhances movement experiences.

#### **Challenges and social and cultural factors**

- Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

### Relationships with Other People

#### **Relationships**

- Identify/demonstrate ways of enhancing relationships between individuals & groups.

#### **Identity, sensitivity, and respect**

- Describe how individuals and groups share characteristics and are also unique.

#### **Interpersonal skills**

- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

### Healthy Communities and Environments

#### **Societal attitudes and values**

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

#### **Community resources**

- Identify /use community resources. Explain how these contribute to a healthy community.

#### **Rights, responsibilities, and laws; People and the environment**

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, local environments.

## The Arts level 2

### Understanding the Arts in Context - Dance

- Identify and describe dance in their lives and in their communities.

#### **Developing Practical Knowledge**

- Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.

#### **Developing Ideas**

- Use the elements of dance in purposeful ways to respond to a variety of stimuli.

#### **Communicating and Interpreting**

- Share dance movement through informal presentation and identify the use of the elements of dance.

### Understanding the Arts in Context- Drama

- Identify and describe how drama serves a variety of purposes in their lives and their communities.

#### **Developing Practical Knowledge**

- Explore and use elements of drama for different purposes.

#### **Developing Ideas**

- Develop and sustain ideas in drama, based on personal experience and imagination.

#### **Communicating and Interpreting**

- Share drama through informal presentation and respond to elements of drama in their own and others' work.

### Understanding the Arts in Context – Music

- Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

#### **Developing Practical Knowledge**

- Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.

#### **Developing Ideas**

- Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.
- Explore ways to represent sound and musical ideas.

#### **Communicating and Interpreting**

- Share music making with others, using basic performance skills and techniques.
- Respond to live and recorded music.

### Understanding the Arts in Context – Visual Art

- Share ideas about how and why their own and others' works are made and their purpose, value, and context.

#### **Developing Practical Knowledge**

- Explore a variety of materials and tools and discover elements and selected principles.

#### **Developing Ideas**

- Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

#### **Communicating and Interpreting**

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

## Social Sciences Level 2

### Social Studies

*Students will gain knowledge, skills, and experience to:*

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how people make choices to meet their needs and wants.
- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how time and change affect people's lives.
- Understand how places influence people and people influence places.
- Understand how people make significant contributions to New Zealand's society.
- Understand how the status of Maori as tangata whenua is significant for communities in New Zealand.

**English****Listening, Reading, and Viewing****Processes and strategies; Students will:**

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

**INDICATORS:**

- selects and reads texts for enjoyment and personal fulfilment;
- recognises and understands the connections between oral, written, and visual language;
- integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts;
- selects and uses a range of processing and comprehension strategies with growing understanding and confidence;
- thinks critically about texts with developing confidence;
- monitors, self-evaluates,

**Speaking, Writing, and Presenting****Processes and strategies; Students will:**

• Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

**INDICATORS:**

- uses a developing understanding of the connections between oral, written, and visual language when creating texts;
- creates a range of texts by integrating sources of information and processing strategies with developing confidence;
- seeks feedback and makes changes to texts to improve clarity, meaning, and effect;
- is reflective about the production of own texts: monitors and self-evaluates

**Learning Languages Level 3 and 4****Proficiency Descriptor**

Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.

*In selected linguistic and sociocultural contexts, students will:*

- Understand and produce information and ideas.
- Express and respond to personal needs and interests.
- Use cultural knowledge to communicate appropriately.

**Language Knowledge**

Recognise and describe ways in which the target language is organised.

- Compare and contrast languages.

**Cultural Knowledge**

- Recognise and describe ways in which the target culture(s) is (are) organised.
- Compare and contrast cultural practices.

**Information Literacy Skills** as written in detail in each level of literacy plan

Library Knowledge

Knowing about books

Info Literacy Skills

**ASHBURTON BOROUGH SCHOOL  
CURRICULUM TRACKING SHEET - LEVEL 3**

Use tracking sheet to ensure coverage of objectives and key competencies in the National Curriculum subjects and integrated skills areas – Environmental Education, ICT and Information Literacy.

Identify aspects covered using coloured highlighters

Term 1 = Green

Term 2 = Pink

Term 3 = Yellow

Term 4 = Purple

Use tracking sheet in conjunction with integrated planner format when creating units to maximise integration opportunities.

**Key Competencies****Thinking**

Use creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.

Reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge thinking

**Using language, symbols, and texts**

Making meaning of the codes in which knowledge is expressed;

Interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.

Confidently use ICT to access and provide information and to communicate with others.

**Managing Self**

Self-motivated, enterprising, resourceful, reliable, and resilient.

Set personal goals, make plans, manage projects, high standards.

Strategies for meeting challenge.

Knowledge of leadership and independence.

**Relating to Others**

Interact effectively with a range of people

Listen actively, recognise different points of view, negotiate, share ideas.

Open to new learning and able to take different roles

Aware of how their words and actions affect others.

Knowledge of when to compete and when to co-operate.

**Participating and Contributing**

Actively involved in communities. ie family, whānau, and school.

Contribute appropriately as a group member

Make connections with others

Create opportunities for others in the group

Balance rights, roles, and responsibilities

**ICT Tools**

Skill	Tool/Software
Word Process	Word, Publisher
Research	CDROM's Internet
Communicate	Email, Phone, Fax
Graphics	Paint, Kid pix, Photo ware
	Digital camera, Video camera, scanner
Organisers	Inspiration
Sound	Music – Garage band, microphones/record speech

**Mathematics and Statistics****Number and Algebra****Number strategies**

• Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

**Number knowledge**

- Know basic multiplication and division facts.
- Know counting sequences for whole numbers.
- Know how many tenths, tens, hundreds, and thousands are in whole numbers.
- Know fractions and percentages in everyday use.

**Equations and expressions**

• Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

**Patterns and relationships**

- Generalise the properties of addition and subtraction with whole numbers.
- Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns.

**Geometry and Measurement****Measurement**

- Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.
- Find areas of rectangles and volumes of cuboids by applying multiplication.

**Shape**

- Classify plane shapes and prisms by their spatial features.
- Represent objects with drawings and models.

**Position and orientation**

- Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

**Transformation**

- Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object onto another.

**Statistics****Statistical investigation**

- Conduct investigations using the statistical enquiry cycle:
  - gathering, sorting, and displaying multivariate category and whole number data and simple time-series data to answer questions;
  - identifying patterns and trends in context, within and between data sets;
  - communicating findings, using data displays.

**Statistical literacy**

- Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others.

**Probability**

- Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.

**Environmental Education****Interdependence**

relationships between all living things and their environment

**Biodiversity:**

variety of life

**Personal and Social Responsibility:**

taking positive action to solve environmental problems and recognising Maori culture and traditions

**Sustainability:**

Using resources wisely

Sharing resources and not wasting them

Understanding that all living things rely on each other

Maintaining nature's balance

Sharing with others why we should be sustainable

<p><b>Health and Physical Education Level 3</b></p> <p><b>Personal Health and Physical Development</b></p> <p><b>Personal growth and development</b></p> <ul style="list-style-type: none"> <li>Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> </ul> <p><b>Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of wellbeing.</li> </ul> <p><b>Safety management</b></p> <ul style="list-style-type: none"> <li>Identify risks and their causes and describe safe practices to manage these.</li> </ul> <p><b>Personal identity</b></p> <ul style="list-style-type: none"> <li>Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.</li> </ul>
<p><b>Movement Concepts and Motor Skills</b></p> <p><b>Movement skills</b></p> <ul style="list-style-type: none"> <li>Develop more complex movement sequences and strategies in a range of situations.</li> </ul> <p><b>Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</li> </ul> <p><b>Science and technology</b></p> <ul style="list-style-type: none"> <li>Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.</li> </ul> <p><b>Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.</li> </ul>
<p><b>Relationships with Other People</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Identify and compare ways of establishing relationships and managing changing relationships.</li> </ul> <p><b>Identity, sensitivity, and respect</b></p> <ul style="list-style-type: none"> <li>Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</li> </ul>
<p><b>Healthy Communities and Environments</b></p> <p><b>Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>Identify how health care and physical activity practices are influenced by community and environmental factors.</li> </ul> <p><b>Community resources</b></p> <ul style="list-style-type: none"> <li>Participate in communal events and describe how such events enhance the wellbeing of the community.</li> </ul> <p><b>Rights, responsibilities, and laws</b></p> <ul style="list-style-type: none"> <li>Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.</li> </ul> <p><b>People and the environment</b></p> <ul style="list-style-type: none"> <li>Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</li> </ul>

<p><b>Social Sciences Level 3</b></p> <p><b>Social Studies</b></p> <p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>Understand how groups make and implement rules and laws.</li> <li>Understand how cultural practices vary but reflect similar purposes.</li> <li>Understand how people view and use places differently.</li> <li>Understand how people make decisions about access to and use of resources.</li> <li>Understand how people remember and record the past in different ways.</li> <li>Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.</li> <li>Understand how the movement of people affects cultural diversity interaction in NZ.</li> </ul>
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<p><b>Science: Level 3</b></p> <p><b>Nature of Science</b></p> <p><b>Understanding about science</b></p> <ul style="list-style-type: none"> <li>Appreciate that science is a way of explaining the world and that science knowledge changes over time.</li> <li>Identify ways in which scientists work together and provide evidence to support their ideas.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>Build on prior experiences, working together to share and examine their own and others' knowledge.</li> <li>Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</li> </ul> <p><b>Communicating in science</b></p> <ul style="list-style-type: none"> <li>Begin to use a range of scientific symbols, conventions, and vocabulary.</li> <li>Engage with a range of science texts and begin to question the purposes for which these texts are constructed.</li> </ul> <p><b>Participating and contributing</b></p> <ul style="list-style-type: none"> <li>Use their growing science knowledge when considering issues of concern to them.</li> <li>Explore various aspects of an issue and make decisions about possible actions.</li> </ul>
<p><b>Living World</b></p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>Recognise that there are life processes common to all living things and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human induced.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Begin to group plants, animals, and other living things into science based classifications.</li> <li>Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other</li> </ul>

<p><b>Planet Earth and Beyond</b></p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</li> </ul> <p><b>Interacting systems</b></p> <ul style="list-style-type: none"> <li>Investigate the water cycle and its effect on climate, landforms, and life.</li> </ul> <p><b>Astronomical systems</b></p> <ul style="list-style-type: none"> <li>Investigate the components of the solar system, developing an appreciation of the distances between them.</li> </ul>
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<p><b>Physical World</b></p> <p><b>Physical inquiry and physics concepts</b></p> <ul style="list-style-type: none"> <li>Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</li> </ul>
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<p><b>Material World</b></p> <p><b>Properties and changes of matter</b></p> <ul style="list-style-type: none"> <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.</li> <li>Compare chemical and physical changes.</li> </ul> <p><b>Chemistry and society</b></p> <ul style="list-style-type: none"> <li>Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.</li> </ul>
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<p><b>The Arts Level 3</b></p> <p><b>Understanding the Arts in Context - Dance</b></p> <ul style="list-style-type: none"> <li>Explore and describe dances from a variety of cultures.</li> </ul> <p><b>Developing Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>Use the dance elements to develop and share their personal movement vocabulary.</li> </ul> <p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and combine dance elements in response to a variety of stimuli.</li> </ul> <p><b>Communicating and Interpreting</b></p> <ul style="list-style-type: none"> <li>Prepare and share dance movement individually and in pairs or groups.</li> <li>Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.</li> </ul>
<p><b>Understanding the Arts in Context- Drama</b></p> <ul style="list-style-type: none"> <li>Investigate the functions and purposes of drama in cultural and historical contexts.</li> </ul> <p><b>Developing Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>Use techniques and relevant technologies to explore drama elements and conventions.</li> </ul> <p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Initiate and develop ideas with others to create drama</li> </ul> <p><b>Communicating and Interpreting</b></p> <ul style="list-style-type: none"> <li>Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.</li> </ul>
<p><b>Understanding the Arts in Context – Music</b></p> <ul style="list-style-type: none"> <li>Respond to live and recorded music.</li> </ul> <p>Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</p> <p>Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.</p> <p><b>Developing Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.</li> </ul> <p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.</li> </ul> <p><b>Communicating and Interpreting</b></p> <ul style="list-style-type: none"> <li>Represent sound and musical ideas in a variety of ways.</li> <li>Prepare and present brief performances of music, using performance skills and techniques.</li> <li>Respond to and reflect on live and recorded music.</li> </ul>
<p><b>Understanding the Arts in Context – Visual Art</b></p> <ul style="list-style-type: none"> <li>Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.</li> </ul> <p><b>Developing Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</li> </ul> <p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.</li> </ul> <p><b>Communicating and Interpreting</b></p> <ul style="list-style-type: none"> <li>Describe the ideas their own and others' objects and images communicate.</li> </ul>

<p><b>Technology Level 3</b></p> <p><b>Technological Practice</b></p> <p><b>Planning for practice</b></p> <ul style="list-style-type: none"> <li>Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.</li> </ul> <p><b>Brief development</b></p> <ul style="list-style-type: none"> <li>Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.</li> </ul> <p><b>Outcome development and evaluation</b></p> <ul style="list-style-type: none"> <li>Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.</li> </ul>
<p><b>Technological Knowledge</b></p> <p><b>Technological modelling</b></p> <ul style="list-style-type: none"> <li>Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development.</li> </ul> <p><b>Technological products</b></p> <ul style="list-style-type: none"> <li>Understand the relationship between the materials used and their performance properties in technological products.</li> </ul> <p><b>Technological systems</b></p> <ul style="list-style-type: none"> <li>Understand that technological systems are represented by symbolic language tools and understand the role played by the "black box" in technological systems.</li> </ul>
<p><b>Nature of Technology</b></p> <p><b>Characteristics of technology</b></p> <ul style="list-style-type: none"> <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.</li> </ul> <p><b>Characteristics of technological outcomes</b></p> <ul style="list-style-type: none"> <li>Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures.</li> </ul>

## English

### Listening, Reading, and Viewing

• Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

#### INDICATORS:

- selects and reads texts for enjoyment and personal fulfilment;
- recognises and understands the connections between oral, written, and visual language;
- integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts;
- selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;
- thinks critically about texts with increasing understanding and confidence;
- monitors, self-evaluates, describes progress, and articulates learning with confidence.

### Speaking, Writing, and Presenting

• Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

#### INDICATORS:

- uses an increasing understanding of the connections between oral, written, and visual language when creating texts;
- creates a range of texts by integrating sources of information and processing strategies with increasing confidence;
- seeks feedback and makes changes to texts to improve clarity, meaning, and effect;
- is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

## Learning Languages Level 3 & 4

### Proficiency Descriptor

Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.

*In selected linguistic and sociocultural contexts, students will:*

- Understand and produce information and ideas.
- Express and respond to personal needs and interests.
- Use cultural knowledge to communicate appropriately.

### Language Knowledge

Recognise and describe ways in which the target language is organised.

- Compare and contrast languages.

### Cultural Knowledge

- Recognise and describe ways in which the target culture(s) is (are) organised.
- Compare and contrast cultural practices.

## Environmental Education

### Interdependence

relationships between all living things and their environment

### Biodiversity:

variety of life

### Personal and Social Responsibility:

taking positive action to solve environmental problems and recognising Maori culture and traditions

### Sustainability:

Using resources wisely

Sharing resources and not wasting them

Understanding that all living things rely on each other

Maintaining nature's balance

Sharing with others why we should be sustainable

## ASHBURTON BOROUGH SCHOOL

### CURRICULUM TRACKING SHEET ~ LEVEL 4

Use tracking sheet to ensure coverage of objectives and key competencies in the National Curriculum subjects and integrated skills areas – Environmental Education, ICT and Information Literacy.

Identify aspects covered using coloured highlighters

Term 1 = Green

Term 2 = Pink

Term 3 = Yellow

Term 4 = Purple

Use tracking sheet in conjunction with integrated planner format when creating units to maximise integration opportunities.

## Key Competencies

### Thinking

Use creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.

Reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge thinking

### Using language, symbols, and texts

Making meaning of the codes in which knowledge is expressed;

Interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.

Confidently use ICT to access and provide information and to communicate with others.

### Managing Self

Self-motivated, enterprising, resourceful, reliable, and resilient,

Set personal goals, make plans, manage projects, high standards.

Strategies for meeting challenge.

Knowledge of leadership and independence.

### Relating to Others

Interact effectively with a range of people

Listen actively, recognise different points of view, negotiate, share ideas.

Open to new learning and able to take different roles

Aware of how their words and actions affect others.

Knowledge of when to compete and when to co-operate.

### Participating and Contributing

Actively involved in communities. ie family, whānau, and school.

Contribute appropriately as a group member

Make connections with others

Create opportunities for others in the group

Balance rights, roles, and responsibilities

## ICT Tools

Skill	Tool/Software
Word Process	Word, Publisher
Research	CDROM's Internet
Communicate	Email, Phone, Fax
Graphics	Paint, Kid pix, Photo ware
	Digital camera, Video camera, scanner
Organisers	Inspiration
Sound	Music – Garage band, microphones/record speech

## Mathematics and Statistics

### Number and Algebra

#### Number strategies and knowledge

- Use a range of multiplicative strategies when operating on whole numbers.
- Understand addition and subtraction of fractions, decimals, and integers.
- Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals.
- Apply simple linear proportions, including ordering fractions.
- Know the equivalent decimal and percentage forms for everyday fractions.
- Know the relative size and place value structure of positive and negative integers and decimals to three places.

#### Equations and expressions

- Form and solve simple linear equations.

#### Patterns and relationships

- Generalise properties of multiplication and division with whole numbers.
- Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns.

### Geometry and Measurement

#### Measurement

- Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.
- Convert between metric units, using whole numbers and commonly used decimals.
- Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids.
- Interpret and use scales, timetables, and charts.

#### Shape

- Identify classes of two- and three dimensional shapes by their geometric properties.
- Relate three-dimensional models to two-dimensional representations, & vice versa.

#### Position and orientation

- Communicate and interpret locations and directions, using compass directions, distances, and grid references.

#### Transformation

- Use the invariant properties of figures and objects under transformations (reflection, rotation, translation, or enlargement).

### Statistics

#### Statistical investigation

- Plan and conduct investigations using the statistical enquiry cycle:
  - determining appropriate variables and data collection methods;
  - gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends;
  - comparing distributions visually;
  - communicating findings, using appropriate displays.

#### Statistical literacy

- Evaluate statements made by others about the findings of statistical investigations and probability activities.

#### Probability

- Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of the possible outcomes, acknowledging variation and independence.
- Use simple fractions and percentages to describe probabilities.

### Information Literacy Skills as written in detail in each level of literacy plan

Library Knowledge

Knowing about books

Info Literacy Skills

<p><b>Health and Physical Education Level 4</b></p> <p><b>Personal Health and Physical Development</b></p> <p><b>Personal growth and development</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of pubertal change and discuss positive adjustment strategies.</li> </ul> <p><b>Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</li> </ul> <p><b>Safety management</b></p> <ul style="list-style-type: none"> <li>Access and use information to make and action safe choices in a range of contexts.</li> </ul> <p><b>Personal identity</b></p> <ul style="list-style-type: none"> <li>Describe how social messages and stereotypes, including those in the media, can affect feelings of selfworth.</li> </ul>
<p><b>Movement Concepts and Motor Skills</b></p> <p><b>Movement skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul> <p><b>Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.</li> </ul> <p><b>Science and technology</b></p> <ul style="list-style-type: none"> <li>Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</li> </ul> <p><b>Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</li> </ul>
<p><b>Relationships with Other People</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Identify the effects of changing situations, roles, and responsibilities on relationships, describe appropriate responses.</li> </ul> <p><b>Identity, sensitivity, and respect</b></p> <ul style="list-style-type: none"> <li>Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</li> </ul>
<p><b>Healthy Communities and Environments</b></p> <p><b>Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</li> </ul> <p><b>Community resources</b></p> <ul style="list-style-type: none"> <li>Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</li> </ul> <p><b>Rights, responsibilities, and laws; People and the environment</b></p> <ul style="list-style-type: none"> <li>Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</li> </ul>

<p><b>Social Sciences Level 4</b></p> <p><b>Social Studies</b></p> <p><i>Students will gain knowledge, skills, and experience to:</i></p> <ul style="list-style-type: none"> <li>Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</li> <li>Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> <li>Understand how exploration and innovation create opportunities and challenges for people, places, and environments.</li> <li>Understand that events have causes and effects.</li> <li>Understand how producers and consumers exercise their rights and meet their responsibilities.</li> <li>Understand how formal and informal groups make decisions that impact on communities.</li> <li>Understand how people participate individually and collectively in response to community challenges.</li> </ul>
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<p><b>Science: Level 4</b></p> <p><b>Nature of Science</b></p> <p><b>Understanding about science</b></p> <ul style="list-style-type: none"> <li>Appreciate that science is a way of explaining the world and that science knowledge changes over time.</li> <li>Identify ways in which scientists work together and provide evidence to support their ideas.</li> </ul> <p><b>Investigating in science</b></p> <ul style="list-style-type: none"> <li>Build on prior experiences, working together to share and examine their own and others' knowledge.</li> <li>Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.</li> </ul> <p><b>Communicating in science</b></p> <ul style="list-style-type: none"> <li>Begin to use a range of scientific symbols, conventions, and vocabulary.</li> <li>Engage with a range of science texts and begin to question the purposes for which these texts are constructed.</li> </ul> <p><b>Participating and contributing</b></p> <ul style="list-style-type: none"> <li>Use their growing science knowledge when considering issues of concern to them.</li> <li>Explore various aspects of an issue and make decisions about possible actions.</li> </ul>
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<p><b>Living World</b></p> <p><b>Life processes</b></p> <ul style="list-style-type: none"> <li>Recognise that there are life processes common to all living things and that these occur in different ways.</li> </ul> <p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human induced.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Begin to group plants, animals, and other living things into science-based classifications.</li> <li>Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.</li> </ul>
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<p><b>Planet Earth and Beyond</b></p> <p><b>Earth systems</b></p> <ul style="list-style-type: none"> <li>Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</li> </ul> <p><b>Interacting systems</b></p> <ul style="list-style-type: none"> <li>Investigate the water cycle and its effect on climate, landforms, &amp; life.</li> </ul> <p><b>Astronomical systems</b></p> <ul style="list-style-type: none"> <li>Investigate the components of the solar system, developing an appreciation of the distances between them.</li> </ul>
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<p><b>Physical World</b></p> <p><b>Physical inquiry and physics concepts</b></p> <ul style="list-style-type: none"> <li>Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</li> </ul>
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<p><b>Material World</b></p> <p><b>Properties and changes of matter</b></p> <ul style="list-style-type: none"> <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.</li> <li>Compare chemical and physical changes.</li> </ul> <p><b>The structure of matter</b></p> <ul style="list-style-type: none"> <li>Begin to develop an understanding of the particle nature of matter and use this to explain observed changes.</li> </ul> <p><b>Chemistry and society</b></p> <ul style="list-style-type: none"> <li>Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.</li> </ul>
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<p><b>The Arts Level 4</b></p> <p><b>Understanding the Arts in Context - Dance</b></p> <p>Explore and describe how dance is used for different purposes in a variety of cultures and contexts.</p> <ul style="list-style-type: none"> <li>Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.</li> <li>Combine /contrast the dance elements to express images, ideas, feelings in dance, using a variety of choreographic processes.</li> <li>Prepare and present dance, with an awareness of the performance context.</li> <li>Describe and record how the purpose of selected dances is expressed through the movement.</li> </ul>
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<p><b>Understanding the Arts in Context- Drama</b></p> <ul style="list-style-type: none"> <li>Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.</li> <li>Select and use techniques and relevant technologies to develop drama practice.</li> <li>Use conventions to structure drama.</li> <li>Initiate and refine ideas with others to plan and develop drama.</li> <li>Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.</li> </ul>
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<p><b>Understanding the Arts in Context – Music</b></p> <ul style="list-style-type: none"> <li>Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</li> <li>Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.</li> <li>Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.</li> <li>Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.</li> <li>Represent sound and musical ideas in a variety of ways.</li> <li>Prepare, rehearse, and present performance of music, using performance skills and techniques.</li> <li>Reflect on the expressive qualities of their own and others' music, both live and recorded.</li> </ul>
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<p><b>Understanding the Arts in Context – Visual Art</b></p> <p><b>Communicating and Interpreting</b></p> <ul style="list-style-type: none"> <li>Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.</li> <li>Explore /use art-making conventions, applying knowledge of elements &amp; principles through the use of materials &amp; processes.</li> <li>Develop/revisit visual ideas, in response to a variety of observation, and imagination, supported by the study of artists' works.</li> <li>Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.</li> </ul>
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<p><b>Technology Level 4</b></p> <p><b>Technological Practice</b></p> <p><b>Planning for practice</b></p> <ul style="list-style-type: none"> <li>Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.</li> </ul> <p><b>Brief development</b></p> <ul style="list-style-type: none"> <li>Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.</li> </ul> <p><b>Outcome development and evaluation</b></p> <ul style="list-style-type: none"> <li>Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.</li> </ul>
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<p><b>Technological Knowledge</b></p> <p><b>Technological modelling</b></p> <ul style="list-style-type: none"> <li>Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.</li> </ul> <p><b>Technological products</b></p> <ul style="list-style-type: none"> <li>Understand materials can be formed, manipulated, transformed to enhance the fitness for purpose of a technological product.</li> </ul> <p><b>Technological systems</b></p> <ul style="list-style-type: none"> <li>Understand how technological systems employ control to allow for the transformation of inputs to outputs.</li> </ul>
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<p><b>Nature of Technology</b></p> <p><b>Characteristics of technology</b></p> <ul style="list-style-type: none"> <li>Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.</li> </ul> <p><b>Characteristics of technological outcomes</b></p> <ul style="list-style-type: none"> <li>Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.</li> </ul>
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