



Kapakapanui Integrated Local Curriculum Guidelines

We value all areas of the curriculum including Stem, Digital Technology and the Arts. Children will have the opportunity to experience and explore these areas regularly.

All Terms will be school themes based around a value from our Te Ara pathway [Te Ara Pathway](#) and include an environmental link

School wide themes will also be explored as part of Whānau time.

Opportunities for play and project based learning can occur in all areas.

Tracking sheets will be completed to monitor coverage of curriculum at each level [Local curriculum tracking 2025-2026 sheets](#)

[Learning themes planners for each level](#) will be completed by syndicates to plan each theme in detail.

Environment and Sustainability

Will be embedded in all themes each term to provide children with knowledge and skills to understand the importance of their actions and their impact on the world around them.

By the end of year 8 we want our students to:

- Care about my environment and take responsibility and action to care for class, school and the local environment.
- Be aware of global and local issues of sustainability and have our actions reflect this.

Overview

Ngā Kākano	Nga Kaitoro	Nga Kaipātai	Rangatahi
Exploration and discovery of own personal interests and term theme with Learning Through Play.	Exploration and discovery of our theme through Play and Project based inquiry.	Exploration and discovery of our theme through Project based inquiry. Learning to become more self-directed in exploration of their own interest/topic with a social/community/environment focus - developing showing a social conscience	Exploration and discovery of my world and around the globe based on the term theme. Self-directed exploration of their own interest/topic with a social/community/environment/global focus - showing a social conscience
<p>They are often engaged in free choice play activities</p> <p>Creativity is encouraged and provocations are offered which link to the curriculum and term theme</p> <p>Exploring questions</p> <p>Work with others (similar interests) learning about including others.</p>	<p>They are starting to manage their own choice of creative activities</p> <p>Creativity is encouraged within a theme across the curriculum</p> <p>Collaborative thinking, questions</p> <p>Beginning to learn to work with students with diverse interests</p>	<p>They manage their own choice of creative activities</p> <p>Creativity is encouraged within a theme across the curriculum</p> <p>High level questioning - beginning to look at high level questioning</p> <p>Starting to recognise skills in other people and work alongside them</p>	<p>They are being innovative in their own choice of creative activities</p> <p>Creativity is encouraged using higher order thinking</p> <p>Multi levelled high order questioning</p> <p>Collaborating with students based on skills and needs relating to project based inquiry</p>

Digital Curriculum: [KKS Digital Technology Overview](#)

[Kapakapanui School Digital Technology Overview](#)

Year Overview of Schoolwide Learning Themes

While our Numeracy and Literacy Programmes form the basis of our core curriculum, each term a specific BIG concept is explored as a learning theme across the school. The concept may have a Science, Social Sciences, Health or Technology focus. The concepts are then put into appropriate contexts for the students. This process allows students to access all the NZ Curriculum objectives in their years at Kapakapanui Primary School.

Our underpinning understandings are that Literacy, Numeracy, Art and PE are ongoing and integrated into topics and school events. Health is covered annually using the 'Navigating the Journey' resource.

2025 Learning Themes

Term One	
School wide key theme	<u>Mana</u> - for oneself and others - Growth mindset/ Zones of Regulation
Aotearoa NZ History	Treaty of Waitangi/Waitangi Day
Te Ao Māori	

Progressions				
	Ngā Kāhano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Social Sciences -Tino rangatiratanga me te kāwanatanga - Government and organisation Health - Personal growth and development, Relationships with other People, Rights, responsibilities, and laws; People and the environment			
Context	Aotearoa NZ History - Treaty of Waitangi Health - Zones of Regulation/Growth Mindset Te Ara pathway values - Whakaute - Respect <ul style="list-style-type: none"> • <u>Whanaungatanga</u> - Relationships (kindness, support, responsibility, honesty, connections with family/school/class/team/rōpū) • <u>Mana</u> - for oneself and others (perseverance, determination, persistence, resilience, strength, pride) • <u>Kaitiakitanga</u> - carer of something including people and the environment, animals, guardianship 			
Resources				

<p>Achievement objectives</p>	<p>PE</p> <p>Personal Health and Physical Development: Personal growth and development</p> <p>Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</p> <p>Relationships with other People:</p> <p>Relationships Explore and share ideas about relationships with other people.</p> <p>Identity, sensitivity, and respect Demonstrate respect through sharing and co-operation in groups.</p> <p>Interpersonal skills Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.</p> <p>Rights, responsibilities, and laws; People and the environmentTake individual and collective action to contribute to environments that can be enjoyed by all.</p> <p>Social Sciences Tino rangatiratanga me te kāwanatanga - Government and organisation Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday.</p>	<p>PE</p> <p>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.</p> <p>Relationships with other People:</p> <p>Relationships: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p>Identity, sensitivity, and respect: Describe how individuals and groups share characteristics and are also unique.</p> <p>Interpersonal skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p>Healthy Communities and Environments: Rights, responsibilities, and laws; People and the environment: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.</p> <p>Social Sciences Tino rangatiratanga me te kāwanatanga - Government and organisation Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday.</p>	<p>PE</p> <p>Personal Health and Physical Development: Personal growth and development: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</p> <p>Relationships with other People:</p> <p>Relationships: Identify and compare ways of establishing relationships and managing changing relationships.</p> <p>Identity, sensitivity, and respect: Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</p> <p>Interpersonal skills: Identify pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these</p> <p>Healthy Communities and Environments: Rights, responsibilities, and laws: Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.</p> <p>People and the environment: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p> <p>Social Sciences Tino rangatiratanga me te kāwanatanga - Government and organisation Te Tiriti o Waitangi The Treaty of Waitangi was signed in different places. The two versions of the Treaty say different things about who would have authority. Māori understandings were based on the version in te reo Māori, which the vast majority of Māori signed.</p>	<p>PE</p> <p>Personal Health and Physical Development: Personal growth and development: Describe the characteristics of pubertal change and discuss positive adjustment. *</p> <p>Relationships with other People:</p> <p>Relationships: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</p> <p>Identity, sensitivity, and respect: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</p> <p>Interpersonal skills: Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</p> <p>Healthy Communities and Environments: Rights, responsibilities, and laws; People and the environment: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</p> <p>Social Sciences Tino rangatiratanga me te kāwanatanga - Government and organisation The signings of He Whakaputanga o te Rangatiratanga o Nu Tireni The Declaration of Independence and Te Tiriti o Waitangi The Treaty of Waitangi emerged from a long period of complex interactions between hapū/ iwi and newcomers in which Māori were the majority. These interactions, particularly those with missionaries, helped to facilitate the treaty process. Also important were the international events and ideas of the time that informed the Crown's thinking and actions.</p>
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Term Two

School wide key theme	<u>Whare Toi?</u> - Kapakapanui School Outdoor Arts Trail
Secondary theme	Health- Navigating the Journey
Te Ao Māori	Matariki

Progressions

	Ngā Kākano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Visual Arts Health - Personal growth and development, Relationships with other People, Rights, responsibilities, and laws; People and the environment			
Context	Visual Arts - Kapakapanui School Outdoor Arts Trail Health - Navigating the Journey/Positive Puberty Plus			
Resources			https://www.hideouthouse.com/portfolio-item/sensory-gardens/ https://uk.pinterest.com/rabettesworth/sensory-garden-ideas/	
Achievement objectives				

Term Three	
School wide key theme	Markets/Financial Literacy/Technology
Aotearoa NZ History	Kōwhiringa ohaoha me te whai oranga- Economic activity
Te Ao Māori	

Progressions				
	Ngā Kākano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Technology Social Sciences- Aotearoa NZ Histories Maths - Financial Literacy/Statistics			
Context	Technology - Product designing and making, markets Aotearoa NZ History - Kōwhiringa ohaoha me te whai oranga- Economic activity			
Resources				
Achievement objectives				

Term Four	
School wide key theme	Science - Living World/Material World
Te Ao Māori	

Progressions				
	Ngā Kākano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Science - Living World/Material World			
Context	Living world - Living things - Local and within New Zealand (Animals) Material world			
Resources	House of Science Kits 2025			
Achievement objectives				
Resources				

