Kapakapanui School

Maranga a whiti – Rise and shine

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Kapakapanui Integrated Local Curriculum Guidelines

- We enable a holistic approach to education to ensure the Waiora and Hauora of our children. This includes Mindfulness Practises and Zones of Regulation throughout the school to help children self-regulate.
- We want students to show their learning in personal and creative ways, always being mindful and active with their environment, each other and who we are.
- 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 form our Te Ara pathway Te Ara Pathway and include an environmental link
- School wide themes will be 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 Team tracking sheets 2023-2024
- Learning themes planners for each level will be completed by syndicates to plan each theme in detail. 📄 Local curriculum theme ideas

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
They are often engaged in free choice play activities Creativity is encouraged and provocations are offered which link to the curriculum and term theme Exploring questions Work with others (similar interests) learning about including others.	They are starting to manage their own choice of creative activities Creativity is encouraged within a theme across the curriculum Collaborative thinking, questions Beginning to learn to work with students with diverse interests	They manage their own choice of creative activities Creativity is encouraged within a theme across the curriculum High level questioning - beginning to look at high level questioning Starting to recognise skills in other people and work alongside them	They are being innovative in their own choice of creative activities Creativity is encouraged using higher order thinking Multi levelled high order questioning Collaborating with students based on skills and needs relating to project based inquiry

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.

2023 Learning Themes

Term One	
Value Focus	**Kaitiakitanga**
School wide key theme	**From the hills to the sea - Maunga Ko te Moana**
Whānau link	**Looking after our local environment - Whānau visits to local areas for clean up's - Beach, Estuary, River, Parks**
Te Ao Māori	

Progressions				
	Ngā Kākano	**Ngā Kaitoro**	**Ngā Kaipātai**	**Rangatahi**
Curriculum focus	Science Social studies - getting to know you	Science Hector's World Getting to know you	Science	Science
Achievement objectives	**Science** **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 **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. **Investigation 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 understanding of the many ways the natural world can be represented. **Participating and Contributing:**	**Science** **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 system:** Describe how natural features are changed and resources affected by natural events and human actions. **Communicating in Science:** Build their language and develop their understanding of the many ways the natural world can be represented	**Science** **Living World** **Life processes:** Recognise that there are life processes common to all living things and that these occur in different ways. **Ecology:** Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. **Evolution:** Begin to group plants, animals, and other living things into science-based classifications. 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. **Planet Earth and Beyond** **Interacting systems:** Investigate the water cycle and its effect on climate, landforms, and life.	**Science** **Living World** **Life processes:** Recognise that there are life processes common to all living things and that these occur in different ways. **Ecology:** Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. **Evolution:** Begin to group plants, animals, and other living things into science-based classifications. 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. ● Wasps- life cycle ● Compare with Waikanae/ Camp enviro Together with New Zealand Geographic, we

	Explore and act on issues and questions that link their science learning to their daily living. **Social studies** Understand how belonging to groups is important for people. Understand that people have different roles and responsibilities as part of their participation in groups. Understand how the cultures of people in New Zealand are expressed in their daily lives	. **Participating and Contributing :** Explore and act on issues and questions that link their science learning to their daily living.		are excited to announce another year of NZ-VR in 2023, and now the NZ-VR programme has expanded to Te Whanganui-a-Tara/Wellington! NZ-VR is our amazing virtual reality programme school roadshow 2023 which showcases underwater sites around Aotearoa and aims to connect and inspire students to care for our ocean and environment.
Links to Te Ara Pathway	Cares for their belongings, school and local environment. Is learning about sustainability and beginning to take action in the school and local community.	Is beginning to notice and take action to care for their class, school and local environment. Is beginning to recognise and take action for sustainability in my world.	Can notice and take action to care for their class, school and local environment. Can recognise and take action for sustainability in their world.	Cares about the environment and is taking responsibility and action to care for the class, school and local environment. Is aware of global and local issues of sustainability and how their actions reflect this.
Environmental link	Caring for our environment, life cycles, Ecology, grouping and classifying			

Term Two

Value Focus	Whanaungatanga
School wide key statement	Art of Aotearoa
Whānau link	Matariki activity rotation and Whānau Matariki evening (includes Art of Aotearoa art display)
Te Ao Māori	

Progressions

	Ngā Kākano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Visual Art - NZ artists	Visual Art - NZ artists Minor- ANZAC	Visual Art - NZ artists	Visual Art - NZ artists
Minor focus	Health - Navigating the Journey - 2 weeks	Health - Navigating the Journey - 2 weeks	Health - Navigating the Journey - 2 weeks	Health - Navigating the Journey - 2 weeks
Achievement objectives	**Visual Arts** **Understanding the visual arts in context:** Share ideas about how and why their own and others' works are made and their purpose, value, and context. **Developing practical knowledge in visual Arts in visual arts:** Explore a variety of materials and tools and discover elements and selected principles. **Developing ideas in visual arts:** Investigate visual ideas in response to a variety of motivations, observation, and imagination. **Communicating and interpreting in visual arts:** Share the ideas, feelings, and stories communicated by their own and others' objects and images. **Social studies** Understand how the past is important to people.	**Visual Arts** **Understanding Visual arts in context:** Share ideas about how and why their own and others works are made and their purpose, value and context. **Developing practical knowledge in visual arts:** Explore a variety of materials and tools and discover elements and selected principals. **Developing ideas in visual art:** Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination. **Communicating and interpreting in visual art:** Share the ideas, feelings, and stories communicated by their own and others' objects and images. **Social Studies** Understand how people make significant contributions to New Zealand's society.	**Visual Arts** **Understanding the arts in context in visual art:** 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. **Developing Practical knowledge in visual art:** Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. **Developing ideas in visual art:** Develop and revisit visual ideas, in response to a variety of motivations, observations and imagination, supported by the study of artists' works. **Communicating and interpreting in visual art:** Describe the ideas their own and others objects and images communicate.	**Visual Arts** **Understanding the arts in context visual arts:** Investigate the purpose of objects and images from past and peasant cultures and identify the contexts in which they were or are made, viewed, and valued. **Developing Practical knowledge in Visual art:** Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. **Developing ideas in visual art:** Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination supported by the study of artists' works. **Communicating and interpreting in visual art:** Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work. NZ Artists (Art appreciation)
Links to Te Ara	**Whanaungatanga - Relationships, kinship, sense of family connection**	**Whanaungatanga - Relationships, kinship, sense of family connection**	**Whanaungatanga - Relationships, kinship, sense of family connection**	**Whanaungatanga - Relationships, kinship, sense of family connection**

Pathway	Is learning to identify who they are, where they are from and have pride in this. Is learning to participate, contribute and show leadership.	Can talk about who they are, where they are from with pride. Is participating, contributing and showing leadership.	Is proud of their culture, language and identity. Can participate, contribute and may lead in a range of settings.	Is proud of their culture, language, identity and community. Can participate, contribute and lead in a range of settings across the school.
Environmental link	Whānau Matariki evening - planting, star gazing			

Term Three

Value focus	Kotahitanga
School wide key question	**Mauri mahi, mauri ora! - Do the mahi, get the treats** (Through work we prosper (PREP))
Whānau link	STEM/Technology challenges rotation
Te Ao Māori	

Progressions

	Ngā Kākano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Technology Social Sciences	Technology Social Sciences	Technology Social Sciences	Technology Social Sciences
Achievement objectives	**Technology** **Technological Practice:** **Planning for practice** Outline a general plan to support the development of an outcome, identifying appropriate steps and resources. **Brief Development** Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available. **Outcome development and evaluation** Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes. **Technological Knowledge:** **Technological modelling** Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes. **Technological products** Understand that technological products are made from materials that have performance properties.	**Technology** **Technological Practice:** **Planning for practice** Develop a plan that identifies the key stages and the resources required to complete an 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 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 and its performance properties in a technological product.	**Technology** **Technological Practice:** **Planning for practice** 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. **Brief Development** 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. **Outcome development and evaluation** 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. **Technological Knowledge:** **Technological modelling** 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,	**Technology** **Technological Practice:** **Planning for practice:** 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. **Brief Development:** 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. **Outcome development and evaluation:** 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 **Technological Knowledge:** **Technological modelling:** 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 systems Understand that technological systems have inputs, controlled transformations, and outputs. **Nature of Technology:** **Characteristics of technology** Understand that technology is purposeful intervention through design. **Characteristics of technological outcomes** Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature. **Social Sciences** Understand that people have different roles and responsibilities as part of their participation in groups	**Social sciences** Understand that people have social, cultural,, and economic roles, rights, and responsibilities Understand how people make choices to meet their needs and wants. Understanding how cultural practices reflect and express people's customs, traditions, and values. Understand how time and change affect people's lives.	**Technological products** Understand the relationship between the materials used and their performance properties in technological products. **Social Sciences** Understand how groups make and implement rules and laws. Understand how cultural practices vary but reflect similar purposes. Understand how people view and use places differently. Understand how people make decisions about access to and use of resources.	technological outcomes. **Technological products:** Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for the purpose of a technological product.
Links to Te Ara Pathway	**Kotahitanga - Unity and togetherness** Is beginning to have a sense of belonging to Kapakapanui School and the groups within it.	**Kotahitanga - Unity and togetherness** Has a strong sense of belonging to Kapakapanui School and the groups within it.	**Kotahitanga - Unity and togetherness** Has a strong sense of belonging to Kapakapanui School and the groups within it. Is beginning to be an advocate for the school.	**Kotahitanga - Unity and togetherness** Has a strong sense of belonging to Kapakapanui School and the groups within it. Is an advocate for the school.
Environmental Link	Sustainability - Considering the impact our products will have on the environment, use of recycled materials etc			

Term Four

Value Focus	Whakaaro
School wide key statement	What's the matter?
Whānau	
Te Ao Māori	

Progressions

	Ngā Kākano	Ngā Kaitoro	Ngā Kaipātai	Rangatahi
Curriculum focus	Science	Science	Science	Science
Achievement objectives	**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. **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. **Investigation 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 understanding 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 **Physical World:** **Physical enquiry and physics concepts:** Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. Seek and describe simple patterns in physical	**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 **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. **Investigation in Science:** Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.	**Material World** **Properties and changes of matter:** Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. Compare chemical and physical changes. **Chemistry and society** Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes Rocky Shore (a trip to Pukerua Bay)	**Material World** **Properties and changes of matter:** Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. Compare chemical and physical changes. **The structure of matter:** Begin to develop an understanding of the particle nature of matter and use this to explain observed changes. **Chemistry and society:** Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

	phenomena			
Links to Te Ara Pathway	**Whakaaro- To think, plan, consider, decide** Is curious about the world. Can talk about their learning. Is learning how to be independent with learning	**Whakaaro- To think, plan, consider, decide** Can observe and ask questions about their world. Can talk about their next steps in learning. Is increasingly independent with their learning.	**Whakaaro- To think, plan, consider, decide** Can seek answers to their questions and is beginning to take action. Can talk about their next steps in learning and take action with support. Is becoming increasingly self-directed with their learning.	**Whakaaro- To think, plan, consider, decide** Can ask questions, find answers and take action. Can talk about their next steps in learning, reflect and take action. Is a self-directed, independent, learner.
Environmental Link	The impact of the production of materials on our environment. E.g. plastics in the ocean, recycling			