

Whatawhata School Curriculum Pathways 2020

Whatawhata Life Skills

We are kind

We are adventurous

We are responsible

We are united

Learning areas

English

Mathematics

Science

Technology

Social Sciences

Te Ao Maaori

Health and Physical Education

The Arts



Whatawhata Life Skills Pathways

We are kind				
What is...	Life Skills	After 3 Years - Development	End Year 6 - Refinement	End Year 8 - Mastery
<p>Kind “Being kind is thinking about other people and doing things that can make them feel happier, more confident, more included or more successful. When you are kind people are more likely to be kind back to you. It’s important to be kind to yourself too”</p>	<p>Kindness</p>	<p>I can use kind words and actions</p> <p>I recognize if my words or actions are bringing others down</p> <p>I can recognize when someone is unhappy, scared, lonely etc</p> <p>I can use my words and actions to make them feel better</p>	<p>I can use kind words and actions</p> <p>I recognize if my words or actions are bringing others down</p> <p>I can recognize when someone is unhappy, scared, lonely etc</p> <p>I can use my words and actions to make them feel better</p>	<p>I can use kind words and actions</p> <p>I recognize if my words or actions are bringing others down</p> <p>I can recognize when someone is unhappy, scared, lonely etc</p> <p>I can use my words and actions to make them feel better</p>
	<p>Empathy</p>	<p>I can understand that people have different feelings, beliefs, cultures and experiences</p> <p>I can understand that we all have different abilities and needs</p> <p>I understand that equity is giving everyone what they need to be successful</p>	<p>I can understand and embrace others’ feelings, cultures, beliefs and experiences</p> <p>I can understand that we all have different abilities and needs</p> <p>I understand that equity is giving everyone what they need to be successful</p>	<p>I can understand, embrace and be inclusive of others’ feelings, cultures, beliefs and experiences</p> <p>I can understand that we all have different abilities and needs</p> <p>I understand that equity is giving everyone what they need to be successful</p> <p>I can critically examine my attitudes and beliefs towards people different from myself</p>
	<p>Well-Being</p>	<p>I can recognize and name all my feelings.</p> <p>I can ask for help</p>	<p>I can recognize and name all my feelings and describe how they make me feel</p> <p>I can ask for help</p> <p>I know and use some strategies to make me feel better</p>	<p>I can recognize and name all my feelings and describe how they make me feel</p> <p>I can ask for help</p> <p>I can use a range of strategies to make me feel better</p>

We are adventurous

What is...	Life Skills	After 3 Years - Development	End Year 6 - Refinement	End Year 8 - Mastery
<p>Adventurous</p> <p>“Being adventurous is all about learning and trying new things and overcoming challenges and obstacles in your way by not giving up. It’s about creating goals for your learning and your life then trying to achieve them”</p>	<p>Overcoming challenges and obstacles</p>	<p>I can identify challenges</p> <p>I can try to solve them</p> <p>I ask for help when I need it</p>	<p>I can identify and articulate challenges</p> <p>I can come up with different ways to solve them</p> <p>I can identify people or resources to help me</p>	<p>I can identify and articulate challenges both within and outside of my control</p> <p>I can come up with different ways to solve them</p> <p>I can identify and engage with people or resources to help me</p>
	<p>Curiosity</p>	<p>I try new things</p> <p>I ask questions and try to find the answers</p>	<p>I try new things</p> <p>I ask questions and know how to find the answers</p> <p>I push myself out of my comfort zone</p>	<p>I try new things</p> <p>I use different ways to find the answers to my questions</p> <p>I push myself out of my comfort zone</p>
	<p>Goal Setting</p>	<p>I can set myself goals</p> <p>I can work out ways to reach them</p> <p>I keep trying to achieve them</p> <p>I accept that I might not always be successful</p>	<p>I can set myself big and small goals</p> <p>I can choose and use appropriate and effective actions to work towards my goals</p> <p>I keep persevering to achieve them by reflecting and trying again</p> <p>I accept that I might not always be successful</p>	<p>I can set myself big and small goals</p> <p>I plan, choose and use appropriate and effective actions to work towards my goals</p> <p>I keep persevering to achieve them by reflecting and trying again</p> <p>I accept that I might not always be successful</p>
	<p>Leading my own learning</p>	<p>I can talk about my learning</p> <p>I can reflect on how I am going</p> <p>I accept and use feedback</p>	<p>I can talk about my learning and know why I’m learning it</p> <p>I can plan and prioritise my learning to complete it</p> <p>I can reflect and share how I am going and identify my next steps</p> <p>I accept and use feedback from my peers and teachers</p>	<p>I can talk about my learning and know why I’m learning it</p> <p>I can plan my learning to meet required standards and deadlines</p> <p>I can reflect and share how I am going; prioritise my next steps to complete it</p> <p>I accept and use feedback from my peers and teachers</p>

We are responsible

What is...	Life Skills	After 3 Years - Development	End Year 6 - Refinement	End Year 8 - Mastery
<p>Responsible “Being responsible is about being in control of yourself and your actions. It’s doing the things you are asked or expected to do, being accountable for your actions and accepting the consequences, whether good or bad. We all have a responsibility to look after our school”</p>	<p>Following Expectations</p>	<p>I can listen to instructions and follow directions</p> <p>I can follow our class and school expectations</p> <p>I can help create our class expectations</p> <p>I know why we have rules, rights and responsibilities</p>	<p>I can listen to instructions and follow directions</p> <p>I can follow our class and school expectations</p> <p>I can help create our class expectations</p> <p>I know why we have rules, rights and responsibilities</p>	<p>I can listen to instructions and follow directions</p> <p>I can follow our class, school and society expectations</p> <p>I can help create our class expectations</p> <p>I know why we have rules, rights and responsibilities</p>
	<p>Accountability for our actions</p>	<p>I understand how my actions can cause harm and affect others</p> <p>I can be honest when I've done something wrong</p> <p>I can try to fix the harm caused with support</p> <p>I accept the consequences of my actions</p>	<p>I understand how my actions can cause harm and affect others</p> <p>I can be honest when I've done something wrong</p> <p>I can come up with ideas to help fix the harm and put them into practice</p> <p>I accept the consequences of my actions</p>	<p>I understand how my actions can cause harm and affect others</p> <p>I can be honest when I've done something wrong</p> <p>I can come up with ideas to help fix the harm and put them into practice</p> <p>I accept the consequences of my actions</p>
	<p>Responsibility for our school and resources</p>	<p>I look after our resources, belongings and inside and outside environments</p> <p>I take on responsibilities that help my teacher or class</p>	<p>I look after our resources, belongings and inside and outside environments</p> <p>I take on responsibilities that help my teacher or class</p>	<p>I look after our resources, belongings and inside and outside environments</p> <p>I take on leadership responsibilities that have a positive impact on others and the environment</p>

We are united

What is...	Life Skills	After 3 Years - Development	End Year 6 - Refinement	End Year 8 - Mastery
<p>United “Being united is about working together and getting on with each other. It’s listening to others, sharing your ideas and compromising. It’s acting as one in celebration of and service to our school, community and the world.”</p>	<p>Collaborating and compromising</p>	<p>I can share my own ideas and listen to others’ ideas</p> <p>I can accept, include and work with others</p> <p>I can take turns</p> <p>I can understand that my idea might be different and that’s OK</p>	<p>I can contribute my own ideas, and acknowledge and include others’ ideas</p> <p>I can work effectively as part of a group to achieve a shared outcome</p> <p>I can take on different roles in a group or class</p> <p>I can understand the benefits of different perspectives</p>	<p>I can contribute my own ideas, and acknowledge and incorporate others’ ideas</p> <p>I can justify my own view and negotiate when others have different points of view</p> <p>I can work effectively as part of a group to achieve a shared outcome</p> <p>I can take on both leadership and support roles in a group or class</p>
	<p>Celebrating</p>	<p>I am proud of myself and of others</p> <p>I can recognize and acknowledge when others do something to be proud of</p> <p>Together we all celebrate our successes</p>	<p>I am proud of myself and of others</p> <p>I can recognize and acknowledge when others do something to be proud of</p> <p>Together we all celebrate our successes</p>	<p>I am proud of myself and of others</p> <p>I can recognize and acknowledge when others do something to be proud of</p> <p>Together we all celebrate our successes</p>
	<p>Service to our school, community and the world</p>	<p>I help to make my school, community and the world better</p>	<p>I can identify needs or problems within the school, community or world and take action to make things better</p>	<p>I can identify needs or problems within the school, community or world, and be a part of collective action to make things better</p>

Whatawhata Learning Area Pathways

English		
<p>What is English?</p> <p>English is the study, use and enjoyment of the English Language and literature - communicated orally, visually and in writing</p>	<p>Why learn English?</p> <p>Proficiency in English provides learners at Whatawhata School with the skills and understanding to become productive, engaged and successful members of society through oral, written and visual communication. Learners can apply their understanding of how language works to effectively communicate and critically engage across a range of contexts with varied groups of people</p>	
Whatawhata School Pathways		
After 3 Years - Development	End Year 6 - Refinement	End Year 8 - Mastery
<p>I can confidently use a range of processing and comprehension strategies to make meaning</p> <p>I can think critically about texts that have several characters and more than one storyline</p> <p>I can interpret ideas and information about plot, character, and theme that are directly stated or explicit in texts appropriate for my age</p> <p>I can draw on ideas and information from my prior knowledge and draw on my developing knowledge of how texts work to make predictions about the text</p> <p>I can express opinions about characters and events in the text and begin to recognise the effects of specific language choices</p> <p>I can use my understanding of language to create my own texts for specific purposes and audiences, organising my texts according to a basic structure that meets the purpose for writing</p> <p>I can select and express ideas and experiences that are mostly relevant to the purpose for writing</p>	<p>I can engage with texts (such as junior novels, poems and plays) that are appropriate and understand how these texts work</p> <p>I can identify the perspectives from which texts are created, using this understanding and my growing awareness of purpose and audience when I create my own texts</p> <p>I can make and justify inferences using information from throughout the text and can recognise when language is used for effect (for example, for creating images, humour, and mood)</p> <p>I can use my knowledge of language and of overall text structures in the texts I create</p> <p>I can generate content that is usually relevant to the purpose for writing, supporting or elaborating my main ideas with carefully selected detail</p>	<p>I can confidently use my comprehension skills to interpret abstract ideas, sophisticated themes and complex plots</p> <p>I can engage with age-appropriate fiction and non-fiction texts and understand how these texts work</p> <p>I can identify how language and ideas have been used to create mood or build tension, and draw on this knowledge when selecting vocabulary, visual and written language features to create their own literary texts</p> <p>I can choose a clear and logical text structure to meet the requirements of the writing purpose</p> <p>I can create content that is concise and relevant to the purpose for writing, often adding detail or comment that supports or elaborates on the main points</p> <p>I can comment critically about the overall impact of the text</p>

Mathematics

What is Maths?

Maths is an inquiry cycle based on skills and knowledge using patterns, numbers, symbols and problem-solving strategies

Why learn Maths?

Learners at Whatawhata School develop the ability to think creatively, critically, strategically and logically to apply number and data knowledge and skills to practical everyday problem-solving situations and build the knowledge and skills to become capable and confident mathematicians in the real world. They learn how to estimate, calculate and generalise patterns and relationships between data sets and understand that sometimes we need to calculate with accuracy while at other times we need to generalise and interpret.

Whatawhata School Pathways

After 3 Years - Development

I can use the understanding that numbers are abstract units that can be treated as wholes or partitioned and recombined to help solve addition and subtraction problems (for example, $7 + 6$ can be thought of as $7 + 3 + 3$).

I can continue and describe growing sequential spatial and number patterns

I can estimate and measure using standard metric units (cm, m, kg and litre) and whole number scales

I can notice and describe, using informal language, the features of shapes and simple transformations

I can conduct statistical investigations that involve the collection, display and discussion of category and whole-number data in order to answer a simple investigative question posed by their teacher

I can identify different outcomes in simple chance situations, and am able to explain my thinking

End Year 6 - Refinement

I can use knowledge of place value and additive partitioning to flexibly solve addition and subtraction problems and know or can derive the basic multiplication and division facts

I can connect elements of sequential patterns with their ordinal positions to solve problems

I can measure the attributes of objects by selecting an appropriate measuring device and standard unit

I can visualise and represent objects from different perspectives using drawings and models, and can use positional language and coordinate systems to locate objects

I can describe the transformations that map one object onto another.

I can conduct my own statistical investigations by posing summary-type investigative questions, collecting and displaying whole-number data appropriately and can communicate my findings in context

I can identify whether an outcome is more likely by systematically recording the results of chance experiments

End Year 8 - Mastery

I can apply the properties of multiplication and division to strategically solve problems involving whole numbers, common fractions, decimals and fractions

I can select appropriate methods and tools for calculation from mental computation, estimation, calculators, algorithms and pen and paper

I can form and solve simple linear equations

I can estimate accurate measurements and calculate quantities (for example, angles, perimeter, surface area, volume) using measuring tools and simple formulae

I can use my knowledge of the properties and classes of shapes and transformations to solve problems; and can justify solutions using formal geometric language

I can specify locations and describe spatial relationships using coordinate geometry and other representational systems

I can conduct my own statistical investigations by posing appropriate investigative questions, collecting, analyzing and interpreting a range of data types including simple measures of centre and spread

I can investigate chance situations using experiments and simple models

Science

What is Science?

Learning and teaching in Science at Whatawhata school is about investigating, understanding and explaining our natural and physical world and the wider universe. Science has its own set of procedural processes that children learn to follow through working in a scientific inquiry cycle.

Why learn Science?

Learners at Whatawhata School develop a better understanding and curiosity of the world through real-world problems and scenarios. They understand that scientific knowledge has built over time and from a wide range of contributors and will continue to evolve in the future through new scientific investigations and discoveries.

Whatawhata School Pathways

After 3 Years - Development

I can notice interesting objects, patterns and changes in the environments I encounter and makes detailed, focused observations using informal language

I can share my ideas, drawing on previous experiences to make sense of what I see, hear and touch

End Year 6 - Refinement

I can make observations and gather data with the aim of shaping explanations for the phenomena I have experienced and explored

I can use some scientific ideas and data to build a convincing case in relation to a real issue

I can develop questions that can be investigated in science and begin to use simple investigative methodologies

I can use simple science conventions (symbols and texts)

End Year 8 - Mastery

I can understand some of the practices that scientists use to obtain reliable and valid data, including controlling variables, making careful measurements, conducting multiple trials and seeking peer review, and use these practices to design and carry out my own investigations and to critique those of others

I can construct and interpret a range of representations of science ideas (for example, diagrams, models, tables, and graphs)

I can be open to critique of my own explanations and representations, consider counterarguments, and justify my own position by using evidence

I can draw on my growing science knowledge, and other relevant perspectives, to engage with socio-scientific issues

Technology

What is technology?

Through the technology process, learners identify a need or problem, then investigate, imagine, design, build, evaluate and share to create a solution

Why learn technology?

Learners at Whatawhata School study technology so they can design and create products that meet a specific purpose or solve a specific problem

Whatawhata School Pathways

After 3 Years - Development

I can use some language of the technology process
 I can develop and follow a step by step plan to design a simple product that meets specified needs
 I can use simple physical or digital tools and materials to create a product
 I can evaluate how well my product worked

End Year 6 - Refinement

I can use appropriate technology language
 I can use the design process to plan simple solutions that address a real-world issue
 I can describe potential outcomes through drawing or modelling
 I can use physical or digital tools and materials to create a product
 I can evaluate the quality of outcomes in terms of their design, fitness for purpose and impact

End Year 8 - Mastery

I can use specialised technology language
 I can apply knowledge of design concepts to create a plan for practical outcomes that resolve current and future-focused real-world issues
 I can use appropriate materials and physical or digital tools with precision to create functional and ethical products
 I can evaluate and share the effectiveness of processes and the end product

Social Sciences

What are the Social Sciences?

Learning and teaching in Social Sciences at Whatawhata School is about developing understandings about how societies work and how people can participate as critical, active, informed and responsible citizens

Why learn Social Sciences?

Learners at Whatawhata School study Social Sciences to understand different people, places, cultures and histories. To value the unique bicultural nature of New Zealand. To recognise that people's responses are shaped by different perspectives, values and viewpoints and how we can bring about positive change

Learners can explore the written and oral histories of their country and the world so they can understand what has shaped their world and develop their identity

Whatawhata School Pathways

After 3 Years - Development

I can identify and talk about the school, and my own values

I can tell stories about things that happened in the past and I know some of the ways people record the past

I can investigate the ways in which different groups contribute to their local community

I can talk about the different customs, traditions and values of people in my community

I can share ideas about how I, and others, impact on places

End Year 6 - Refinement

I can explain and analyse my own and other people's values, and the reasons for people's responses to social and economic issues

I can develop questions as the basis for investigating a social issue and discuss the strengths and weakness of my inquiry

I can explain and compare how cultural practices vary from the past and today

I understand the inquiry process

I can explain how and why people and institutions form rules and laws

I can explain how aspects of peoples' lives are influenced by the place they live in and how different people view places in different ways

End Year 8 - Mastery

I can use a social inquiry framework to investigate primary and secondary sources to explore a social issue

I can analyse and evaluate reasons for people's responses to social issues, exploring a variety of perspectives

I show awareness and appreciation of the ways different cultures, past and present, use a variety of tools, techniques and processes to express their culture, identity, beliefs and histories

I can engage in historical inquiry by analysing culture and heritage and why societies preserve the past

I can share my knowledge using a variety of social science conventions: mapping, surveys, data

I understand how people become leaders, and how their decisions impact their communities

I understand how producers and consumers exercise their rights, and meet their responsibilities

I can recognise what bicultural New Zealand means and the importance of Te Ao Māori as a taonga in the Treaty

Te Ao Maaori

<p>What is Te Ao Maaori?</p> <p>Learning and teaching in Te Ao Maaori at Whatawhata School is about understanding and using Maaori ways of saying (te reo), doing (tikanga) and explaining (te ao) things. It celebrates and acknowledges the distinct history and biculturalism unique to our country (Te Tiriti).</p>	<p>Why learn Te Ao Maaori?</p> <p>Through Te Ao Maaori, our Maaori learners strengthen their identities, while non-Maaori journey towards shared cultural understandings. When we learn Te Reo we help secure its future as a living, dynamic, and rich language we can all enjoy. As we learn, we come to appreciate that diversity is a key to unity. Understanding Te Ao Maaori stretches our learners cognitively, enables them to think in different ways and prepares them as positive citizens and leaders</p>
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Whatawhata School Pathways

After 3 Years - Development	End Year 6 - Refinement	End Year 8 - Mastery
<p>Reo: I can use and respond with basic te reo inside and outside of the classroom (see taumata 1*)</p> <p>Tikanga: I am aware of and use appropriate tikanga in school and on the marae</p> <p>Te Ao: I learn ways that Maaori think about and explain the World, and how this shapes their actions</p> <p>Te Tiriti: I know about the Treaty of Waitangi and why it is important</p>	<p>Reo: I can use and respond in te reo words and phrases inside and outside of the classroom (taumata 1 - 2*)</p> <p>Tikanga: I understand, value and practise tikanga in school, marae and the wider community</p> <p>Te Ao: I understand and learn ways that Maaori think about and explain the World, and respect how this shapes their actions</p> <p>Te Ao: I can recognise the similarities and differences with my own culture</p> <p>Te Tiriti: I understand the place of the Treaty of Waitangi in New Zealand's history</p> <p>Te Tiriti: I know, respect and value who we are, where we come from and what is important in our bicultural heritage</p>	<p>Reo: I understand and can communicate in te reo Maaori in familiar, routine situations and contexts (taumata 2*)</p> <p>Tikanga: I act appropriately to show respect and leadership for Maaori tikanga and that of other cultures represented in my community</p> <p>Tikanga: I understand and can explain the ways in which tikanga is used for different purposes</p> <p>Te Ao: I understand and learn ways that Maaori think about and explain the World, and respect how this shapes their actions</p> <p>Te Ao: I can compare and contrast these with those of my own and other cultures</p> <p>Te Tiriti: I understand the impact that the Treaty of Waitangi had on Maaori and New Zealand in the past and today</p> <p>Te Tiriti: I recognise ways that we can all meet our responsibilities to the Treaty of Waitangi</p>

* These can be found in the Ministry curriculum guide [Te aho arataki marau moo te ako i te reo Maaori - Kura Auraki](#)

Health and Physical Education

What is Health and Physical Education?

Learning and teaching in Health and Physical Education at Whatawhata School is about developing the knowledge, skills and attitudes to remain fit, healthy and active.

Why learn Health and Physical Education?

Our learners develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being as they grow and change. They develop increasingly refined motor skills that enable them to enjoy individual, collaborative and competitive activities as well as positive attitudes towards keeping active.

Whatawhata School Pathways

After 3 Years - Development

I know how my mind and body work and grow
 I know and use ways to keep them healthy
 I can participate in creative and regular games and activities and identify things I enjoy
 I can develop a wide range of movement skills, using a variety of equipment and play environments

End Year 6 - Refinement

I can identify things that affect my personal, physical, social, and emotional health
 I can use strategies to help me stay healthy
 I am regularly involved in individual, cooperative and competitive physical activities in a range of environments
 I can use more complex movement skills and sequences in a range of physical activities.

End Year 8 - Mastery

I can identify factors that affect my personal, physical, social, and emotional health, (and including external factors such as social media)
 I understand the changes that happen to me through puberty
 I can use positive adjustment strategies to help me maintain my health and wellbeing
 I show an increasing sense of responsibility for incorporating regular and enjoyable physical activity in my life
 I can demonstrate consistency and control of movement in a range of activities, whether individual, cooperative or competitive

The Arts

What is The Arts?

The Arts are about exploring, experimenting, creating and responding to movement, sound and images.

These express ideas, meanings and feelings and contribute to the unique bicultural and multicultural character of Aotearoa

Why learn The Arts?

Learners, as creators and presenters, use The Arts to express themselves individually and collaboratively.

Learners, as viewers and listeners, engage in, interpret, value and enjoy The Arts.

Through the Arts learners can understand others and express their own:

- Imagination and emotions*
- Cultures*
- The World around us*

Whatawhata School Pathways

After 3 Years - Development

I experiment with simple art elements, media, tools and processes

I use observation and imagination to design, create, and share ideas*

I use informal language to respond to my own art and the art of others

End Year 6 - Refinement

I can select, explore and apply art elements, media, tools and processes to express personal ideas, tell stories and create new ideas

I can use the formal language of the arts to explore and express my creations and experiences

I can use the formal language of the arts to appreciate and respond to the art of others

End Year 8 - Mastery

I can select tools, media and processes with intent, developing my technique to express feelings, identities and artistic idea

I use design processes to explore, test and revisit ideas to design artistic creations and experiences

I can use the formal language of the arts to investigate the purpose of the arts as cultural and artistic expression in the past and present

I can use the formal language of the arts to appreciate, describe and interpret my own and others' works