

# WITHERLEA SCHOOL

## BEHAVIOUR EXPECTATIONS

BE KIND, BE SAFE, BE FAIR  
KIA ATAWHAI, KIA ORA, KIA TIKA

• RESPECT

• INTEGRITY

• COURAGE AND RESILIENCE

• COMPASSION

INTEGRATED CURRICULUM 'PILLARS'

COLLABORATIVE PRACTICE AND SKILLS

GROWTH MINDSET LANGUAGE

VISIBLE LEARNING RUBRIC IN ACTION

GLOBAL IDENTITY

PARTICIPATING AND CONTRIBUTING

Our students explore who they are, their heritage and develop cultural awareness on a local and global scale.

APPLY SKILLS VIA;  
MIHI/PEPEHA  
MIHI WHAKATAU  
TUAKANA TEINA  
KAPA HAKA  
MARA E VISIT  
LANGUAGES/CULTURES  
LEADERSHIP

SUSTAINABILITY PARTICIPATING AND CONTRIBUTING

Our students explore and start to understand and apply sustainable approaches.

APPLY SKILLS VIA;  
EDIBLE GARDENS  
WORM FARM  
FOREST  
ENVIROSCHOOLS (INQUIRY)  
RECYCLING/REUSE

CREATIVITY AND INNOVATION THINKING

Our students explore and creative & innovative thinking to their learning, building the foundation for future problem-solving.

APPLY THE SKILLS VIA;  
PLAY BASED LEARNING  
EPRO8  
GENIUS HOUR  
MAKER SPACE  
STEAM  
DIGITAL TECHNOLOGIES

'ARARANGI'

- PATHWAY TO THE SKY -

Empowering ALL learners to reach their potential in an innovative community

BUILDING CAPABILITIES FOR FUTURE SUCCESS

EFFECTIVE RELATIONSHIPS RELATING TO OTHERS

Through collaborative learning approaches, our students explore and build relationships that help them to learn and achieve together.

STUDENT CENTRED LEARNING VISIBLE LEARNING RUBRIC

Creating personalised learning environments where students are inspired and supported to be the best they can be.

VALUES

TECHNOLOGY (DT)

THE ARTS

PERSONAL MANAGEMENT MANAGING SELF

Our students build capacities for resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.

HEALTH AND PE

READING

WRITING

MATHEMATICS

SOCIAL SCIENCES

SCIENCE

TE REO MAORI (TE AO)



# CAPABILITIES

## CRITICAL FOR FUTURE SUCCESS

(Key Competencies in Action)



### FOCUS FOR YEAR 1-3

#### MAKING MEANING

Ākonga in years 1-3 develop strong foundations in oral language, reading, writing and mathematics, all of which are critical for learning. They use their oral language to learn to read and write, as well as to engage in their everyday worlds. Ākonga in these years build their knowledge of new words and talk about their ideas using increasingly precise language. They build their understanding that numbers are abstract units that can be treated as wholes or partitioned to solve problems. They represent their ideas in a range of text forms, and create simple representations of their ideas and talk about these representations.

#### TAKING ACTION

Ākonga in years 1-3 are developing patterns of behaviour, thinking, and interaction that strengthen their conceptions of themselves as social beings, as thinkers, as learners, and as contributors to their communities.

#### CRITICAL INQUIRY

Ākonga in years 1-3 build a rich library of experiences across learning area disciplines and their experiences nurture their curiosity and questioning. They explore shapes and patterns and have many opportunities to respond to and create their own texts. Ākonga gather and interpret simple sets of information, which may involve measuring things. They develop working theories about how their local man-made, natural and social worlds work.

#### PERSPECTIVE TAKING

Ākonga in years 1-3 work with others to build on and improve their ideas, including within digitally mediated contexts. With guidance, they use digital tools to create manipulate, store, retrieve and share content.

### FOCUS FOR YEAR 4-6

#### MAKING MEANING IN DISCIPLINE SPECIFIC WAYS

Ākonga in these years increasingly use their reading, writing and mathematics knowledge and skills to support their learning in other learning areas. At the same time, they continue to expand their knowledge and skills. They use a wide range of discipline specific language and simple discipline-related conventions. They make thoughtful observations in reflective conversations using different disciplines as frames of reference. They use and personalise a range of tools to shape meaning and share their learning, identity, culture and ideas.

#### CRITICAL INQUIRY

Ākonga ask focused questions, review material to make sense of it, and offer explanations about things. By asking and exploring questions about how the world works, they continue to expand their library of experiences in learning areas, including some in less familiar contexts. Some of these experiences necessitate deeper exploration, and this supports ākonga to develop an emergent but explicit knowledge of what each curriculum learning area is about.

#### PERSPECTIVE TAKING

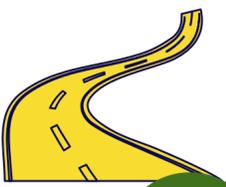
A growing awareness of who they are and what matters to them supports ākonga to build similar awareness of te ao Maori and different cultural practices and perspectives. 'Cultures' include different discipline areas, as well as other social cultures and bodies of knowledge. They chose modes of communication that convey their ideas to different audiences. They work with others to improve their ideas, building on others' ideas, and changing their views when appropriate. Ākonga take risks by stretching their learning into new and unfamiliar areas, accepting that making mistakes is part of learning. They pursue self-selected learning goals and participate in longer-term projects where they share and apply their learning with others, ako.

#### TAKING ACTION

Ākonga take action to promote their own well-being and that of others. They take part in a range of activities that draw on and continue to strengthen their school learning (for example, reading for leisure, physical activity, the arts, making technological products).



# CURRICULUM PLANNER



T1: VALUE  
Respect

## TERM ONE

Day One - Whanau Flag Raising  
Meet the Teacher - Tuesday Week 3  
GALA: Sunday 15th March

### BELONGING (Social Sciences)

#### Concepts During Year 1-3

- Identifies and talks about some of their own values (MM)
- Investigates the ways (CI) in which different groups contribute to their local community (PT)
- Talks about the different customs, traditions and values of people in their community (PT)
- Tells stories about things that happened in the past and knows some of the ways people record the past (MM)
- Shares their ideas about the way people impact on places (MM)

#### Concepts During Year 4-6

- Explains and analyses their own and other people's values and the reasons for people's responses to social issues from a variety of perspectives (PT)
- Explains how cultural practices vary (MM) (for example, how early Polynesian and British migration had a significant impact on the cultural practices of tangata whenua and other groups in New Zealand society, in the past and today) (CI)
- Develops questions as the basis for (CI) investigating a social (TA) issue and discusses the strengths and weakness of their inquiry (CI)
- Explains how and why people and institutions form rules and laws (MM).

Action/Events Year 1-2

Action/Events Year 3-4

Action/Events Year 5-6

T2: VALUE  
Integrity

## TERM TWO

Open Day  
Matariki Morning

### HAUORA (Health and PE)

#### Concepts During Year 1-3

- Uses informal language to talk about different dimensions of hauora (MM)
- Participates, cooperates, and competes in a variety of simple movement contexts (TA)
- Can make 'if-then' statements about how some factors influence their own and others' well-being (CI)
- Demonstrates āwhina (TA), helping, assisting, befriending (PT) and providing moral support to those in need (TA)

#### Concepts During Year 4-6

- Identifies own personal strengths and perspectives of well-being and acknowledges the alternative strengths and viewpoints of others (PT)
- Participates in more complex movement, sequences and strategies in a range of situations (TA)
- Uses critical thinking to develop strategies and (CI) take action to promote well-being for self and others (CI)
- Takes collective and critical action (TA) to enhance the well-being of others in the kura or wider community
- Recognises instances of discrimination and injustice (PT) and acts to support their own rights and feelings and those of other people (TA)

Action/Events Year 1-2

Action/Events Year 3-4

Action/Events Year 5-6

T3: VALUE  
Courage and  
Resilience

## TERM THREE

Open Evening

### DISCOVERY (Science)

#### Concepts During Year 1-3

- Notices interesting objects, patterns and changes (CI) in the environments they encounter and makes detailed, focused observations using informal language (MM)
- Shares their ideas about experiences, drawing on previous experiences to make sense of what they see and working with others to improve their ideas (PT)

#### Concepts During Year 4-6

- Uses some scientific ideas and data to (CI) build a convincing case in relation to a real issue (TA)
- Develops questions (CI) that can be investigated in science (PT) and begins to use simple investigative methodologies (CI)
- Makes observations and gathers data (CI) with the aim of shaping explanations for (MM) phenomena they have experienced and explored Uses simple science conventions (symbols and texts) (MM)

Action/Events Year 1-2

Action/Events Year 3-4

Action/Events Year 5-6

T4: VALUE  
Compassion

## TERM FOUR

Book Fair  
Year 6: Leavers Evening and Final Assembly  
End of Year Picnic

### CELEBRATIONS (Social Sciences)

#### Concepts During Year 1-3

- Identifies and talks about some of their own values (MM)
- Investigates the ways (CI) in which different groups contribute to their local community (PT)
- Talks about the different customs, traditions and values of people in their community (PT)
- Tells stories about things that happened in the past and knows some of the ways people record the past (MM)
- Shares their ideas about the way people impact on places (MM)

#### Concepts During Year 4-6

- Explains and analyses their own and other people's values and the reasons for people's responses to social issues from a variety of perspectives (PT)
- Explains how cultural practices vary (MM) (for example, how early Polynesian and British migration had a significant impact on the cultural practices of tangata whenua and other groups in New Zealand society, in the past and today) (CI)
- Develops questions as the basis for (CI) investigating a social (TA) issue and discusses the strengths and weakness of their inquiry (CI)
- Explains how and why people and institutions form rules and laws (MM).

Action/Events Year 1-2

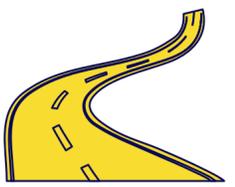
Action/Events Year 3-4

Action/Events Year 5-6



# FOUNDATION SKILLS

## UNLOCKING THE FULL CURRICULUM



### READING

*Learning to Read then Reading to Learn which will support learners to access all curriculum areas*

### WRITING

*Opportunities to write across the curriculum using 8 different text types*

### MATHEMATICS

*Understanding the LINK between mathematics skills and the application in the real world*

### KEY CONCEPTS YEAR 1-3

- Confidently uses a range of processing and comprehension strategies to make meaning and think critically about texts that have several characters and more than one storyline (MM)
- Draws on their developing knowledge of how texts work to make predictions about the text (MM)
- Interprets ideas and information about plot, character, and theme that are directly stated or explicit in texts appropriate for year 3 students, drawing on ideas and information from their experiences and from other texts they have engaged with (CI)
- Expresses opinions about characters and events in the text (PT) and is beginning to recognise the effects of specific language choices (MM)
- Uses their understanding of language to create their own texts for specific purposes and audiences (TA), organising their texts according to a basic structure that meets their purpose for writing (MM)

- Uses their 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  $7 + 3 + 3$ ) (MM).
- Continues and describes growing sequential spatial and number patterns (MM).
- Estimates and measures using standard metric units (cm, m, kg and litre) and whole number scales (MM)
- Notices and describes, using informal language, the features of shapes and simple transformations (MM)
- Conducts 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 (CI)

### KEY CONCEPTS YEAR 4-6

- Engages with texts (such as junior novels, poems and plays) that are appropriate for year 4-6 students (TA) and understands how these texts work (MM)
- Makes and justifies inferences using information from throughout the text (CI) and can recognise when language is used for effect (for example, for creating images, humour, and mood) (MM)
- Uses their knowledge of language and of overall text structures (MM) in the texts they create for literary purposes Identifies the perspectives from which texts are created (PT), using this understanding and their growing awareness of purpose and audience when they create their own texts (TA)

- Uses knowledge of place value and additive partitioning (MM) to flexibly solve addition and subtraction problems and knows or can derive the basic multiplication and division facts
- Connects elements of sequential patterns with their ordinal positions to solve problems (CI)
- Measures the attributes of objects by selecting an appropriate measuring device and standard unit (MM)
- Visualises three-dimensional shapes from different angles, and can use positional language with increasing precision (MM)
- Conducts their own statistical investigations by posing summary-type investigative questions, collecting and displaying whole-number data appropriately and can communicate their findings in context (CI)

#### WITHERLEA EXPECTATIONS:

- READING and WRITING everyday
- Motivating and engaging the diverse learners (Culturally Relational and Responsive Pedagogy)
- Literacy RICH environments
- Common set of Kid Speak Learning Progressions (Developed 2018 - Writing)
- Cross Curriculum - integrated through inquiry/pillars
- Visible Learning Rubric application
- 'Effective Teaching of Reading and Writing' developed through targeted and/or supported PLD
- See full details in our Witherlea Shared Drive - LITERACY

#### WITHERLEA EXPECTATIONS:

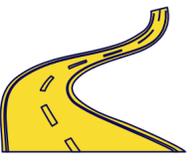
- MATHEMATICS everyday
- Motivating and engaging the diverse learners (Culturally Relational and Responsive Pedagogy)
- Common Progressions (Witherlea OWN Set)
- Cross Curriculum - integrated through inquiry/pillars
- Visible Learning Rubric application 'Effective Teaching of Mathematics' developed through targeted and/or supported PLD
- See full details in our Witherlea Sared Drive - MATHEMATICS

## WITHERLEA ASSESSMENT PRACTICES

*THIS AREA IS BEING DEVELOPED*



# THE ARTS AND CULTURE



Arts Afternoon (Tuesdays): Choir in the Hall and all classes learning through; Drama, Dance, Music or Visual Art  
Te Ao (Thursdays): Kapa Haka in the Hall and all classes learning through; Identity, Language and Culture

## TERM ONE

- Drama Workshops and Performance (Expert)

## TERM TWO

- Jump Jam: special groups
- PlayHouse Performance
- Orchestra ASB

## TERM THREE

- Music Festival: Choir
- Southern Jam
- Calendar Art
- Dance Festival (3 Yearly)

## TERM FOUR

- Taiopenga
- Witherlea Production (Drama Club)

### ARTS Concepts During Year 1-3

- Understands and experiments with simple arts elements, media, tools and processes (MM)
- Uses observation and imagination to design, create, and share ideas and emotions (CI)
- Uses informal language to describe different purposes and contexts of art, music, dance and drama pursuits (MM)
- Actively contributes to arts and design experiences (TA)

### ARTS Concepts During Year 4-6

- Selects, explores and applies arts elements, media, tools and processes to (CI) express personal ideas, tell stories and create new ideas for different purposes (TA)
- Appreciates and shares considered responses to art forms represented by a variety of cultures and perspectives (PT)
- Begins to use the formal language of the arts disciplines to explore and express their art creations and experiences (MM)
- Understands, engages in and values the intrinsic nature of dance, drama, music and visual arts (TA)

### TE REO Concepts During Year 1-3

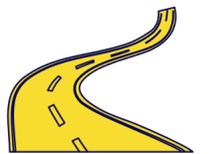
- Understands that te reo Māori has its own ways of saying and doing things (MM) and demonstrates these differences in simple, everyday practice (TA)
- Is aware of and uses appropriate tikanga as applied to the classroom (TA) (for example, tuakana - teina relationships and manaakitanga towards each other and guests)

### TE REO Concepts During Year 4-6

- Values and practises tikanga in the classroom (for example, ako, wānanga, whanaungatanga) (MM)
- Makes connections between te reo and tikanga Māori and their own language and culture (CI)
- Uses and responds to te reo inside and outside of the classroom (TA)



# SCIENCE/TECHNOLOGY (SUSTAINABILITY)



Enviro and Sustainability weaved into our 'Inquiry-Pillars'  
(Anna Crowe to assist Mr Robertson and school - EnviroSchools Programme)

- Play Based Learning
- MakerSpace
- Science Tables in classrooms
- STEAM

- 'New' DT Curriculum
- T3-4: Science Fair specialist group (Y5-6)
- T3: EPr08

Direct links to our SUSTAINABILITY aspiration (Graduate Profile);

- Edible Gardens: Year 1-2
- Worm Farm, Forest, Junk Shed

### SCIENCE Concepts During Year 1-3

- Notices interesting objects, patterns and changes (CI) in the environments they encounter and makes detailed, focused observations using informal language (MM)
- Shares their ideas about experiences, drawing on previous experiences to make sense of what they see and working with others to improve their ideas (PT)

### SCIENCE Concepts During Year 4-6

- Uses some scientific ideas and data to (CI) build a convincing case in relation to a real issue (TA)
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### TECHNOLOGY Concepts During Year 1-3

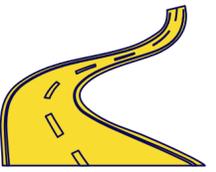
- Identifies some ways technological products are designed to help people in their community (PT).
- Dismantles and reassembles technological products and shares their ideas about how the product works and the function of each element (CI)
- Gives and follows simple step-by-step instructions needed to complete a task, identifies errors and corrects instructions (CI)
- Uses digital tools to create, manipulate, store, retrieve and share content (with guidance) (MM)

### TECHNOLOGY Concepts During Year 4-6

- Uses design concepts and technological modelling to (CI) create some simple desired, feasible outcomes that address a real-world issue (TA)
- Describes potential outcomes, orally and in writing, through drawing or through models (MM)
- Develops and debugs a simple program that uses input, output, sequence and loops (CI)
- Uses digital tools to create, combine, manipulate, store, retrieve and share digital content (MM)
- Evaluates the quality of some simple technological outcomes in terms of their design (CI), their fitness for purpose and their impact on society and the environment (PT)



# HEALTH AND PHYSICAL EDUCATION



All Terms; Earthquake, Fire and Lockdown Drill practices (NZ SHAKE OUT - Term Four)  
 Term Two: Fundamental Skills @ the Stadium (whole week developing ball/game/strategic skills)  
 Term Three: Swim Week @ the Stadium (5 small groups swimming lessons with expert coaches)

## TERM ONE

Life Education; (Y1-2)  
 - Relationships (Belonging)

Aquatics: School Pool

Class PE/Sport/Games  
 - Gymnastics Focus

## TERM TWO

Integrated into Inquiry/Term;  
 - Keeping Ourselves Safe  
 - Road/Fire Safety  
 - Kowhai Safe Kids?

Fundamentals: Stadium

School Cross Country

## TERM THREE

Swim Week: Stadium

Class PE/Sport/Games  
 - Athletics Focus

**EOTC**  
 Term One  
 Leadership Camp  
 Term Three  
 Year 5-6 Camps  
 Term Four  
 Year 4 Camps

## TERM FOUR

Positive Puberty (Y5-6)  
 - Change/Transition

Aquatics School Pool

Class PE/Sport/Games

School Athletics

### Concepts During Year 1-3

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- Recognises instances of discrimination and injustice (PT) and acts to support their own rights and feelings and those of other people (TA)

### TERM ONE Year 5-6 Interschool Competition

MARLB Swim Champs  
 RIPPA  
 RUGBY 7's  
 KI-O-RAHI

### TERM TWO Year 5-6 Interschool Competition

Hockey One Day Tourney  
 MARLB Cross Country  
 Gymnastics: special group (Y3-6)  
 Jump Jam

### TERM THREE Year 5-6 Interschool Competition

RUGBY 7'S

### TERM FOUR Year 5-6 Interschool Competition

MARLB Athletics  
 MOUNTAIN BIKE CHAMPS  
 MARLB Tennis Champs  
 Basketball 3 v 3

### TERM ONE Outside Experts

Netball Y1-2 (sessions)  
 Netball Y3-4 (Taster Only)  
 Ki-o-Rahi Y5-6 (Sessions)

### TERM TWO Outside Experts

Hockey Y1-2 (sessions)  
 Hockey Y3-4 (Taster Only)

### TERM THREE Outside Experts

Touch Y4-6 (Taster Only)  
 Tennis Y4-6 (Taster Only)  
 Cricket NE-Y6 (Taster Only)

### TERM FOUR Outside Experts

Golf Y5-6 (Taster Only)  
 Marl Duathlon - Weekend  
 Soccer/Football Y1-2)

## EOTC: SMP Safety Management Plan

All events follow our SMP which outlines the process and forms required for planning trips/events; find on Trello (Review Hub)

