



Motueka South School Curriculum Learning Areas: the essence of the 8 learning areas

English

Key Understandings:

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Literacy in English gives students access to the knowledge, skills and understandings they need to participate fully in the social, cultural, political and economic life of NZ and the wider world.

- The two inter-connected English strands comprise oral, written and visual forms of English:
 1. *Making Meaning* of ideas or information (Listening, Reading and Viewing)
 2. *Creating Meaning* for themselves or others (Speaking, Writing or Presenting)

As they are supported and challenged through the English Language Progressions, students become increasingly skilled speakers and listeners, writers and readers, presenters and viewers. Using a variety of contexts and a consistent set of underpinning processes and strategies, students study 4 key processes/strategies:

- Text purposes and audiences
- Ideas within language contexts
- Language features that enhance texts
- The structure and organisation of texts

As they progress, students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, and they do this in increasing depth.

The achievement indicators are stated in the curriculum document, which links to the literacy Learning Progressions and in turn to the National Standards assessment benchmarks.



Mathematics & Statistics



Key Understandings:

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. **Statistics** is the exploration and use of patterns and relationships in data. Both disciplines are ways of thinking and solving problems.

Through Mathematics and Statistics, students develop the ability to think creatively, critically, strategically and logically. They learn to structure and organise, to carry out procedures, create models and predict outcomes, justify and verify, estimate and calculate flexibly and accurately, to process and communicate information and to enjoy intellectual challenge.

The achievement objectives are presented in 3 strands:

Number and Algebra: Number involves calculating and estimating, using appropriate methods in flexible ways and judging whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes and measures.

Geometry and Measurement:

- Geometry involves recognising and using the properties and symmetries of shapes and describing movement and position.
- Measurement involves measuring lengths, areas and volumes, along with measuring time and the attributes of objects, using metric and other standard measures. Students should also be able to make conversions between units.

Statistics: Statistics involves exploring and using the patterns and relationships in data by:

- using the Statistical Enquiry Cycle; gathering, displaying, analysing differences in category data and interpreting displays in context
- ordering and analysing the likelihoods of outcomes for situations involving chance

Science

Science is about the way we develop and explore our understanding of the natural and physical world and the wider universe.



Key understandings:

- Science is a knowledge system, integrated throughout our daily lives.
- Science has a specific, specialised vocabulary to communicate scientific ideas.
- Scientific investigations can be carried out using a variety of approaches.
- Scientific knowledge can be used to make informed decisions about our environment.

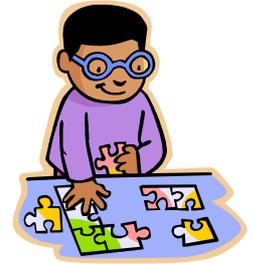
Technology

Technology is about the use of practical and intellectual resources to develop products and systems which address a need.

Through the technological context, students are encouraged to be informed and to be responsible for their actions.

Key Understandings:

- Technological outcomes require a process.
- Technological systems and products impact on society and the environment.
- The learner should understand that knowledge gained is not static but should inform future knowledge; next steps.



Technological Process:

- Investigate a context to establish a need
- Adapt and develop a plan
- Produce a product or system and analyse or justify it.

Health & Physical Education

Health and Physical Education is about students' developing Hauora: Well-Being, through an increasing responsibility for themselves and others around them, in and beyond the classroom.

Key understandings:

- How to develop and apply/use a wide range of movement skills.
- How to develop a positive attitude towards physical activity.
- How to develop and use the rules and practices that promote fair, safe and culturally appropriate interactions.
- How to show respect through sharing and co-operation in groups.

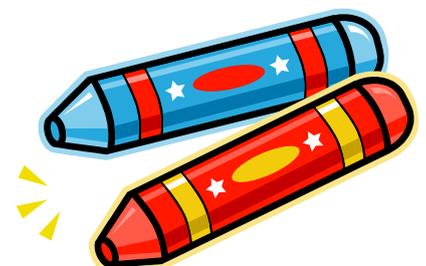


The Arts

Through movement, sound and image, **the Arts** transform creative ideas into expressive works that communicate meaning.

Key Understandings:

- The Arts play an integral part of everyday life and serve a variety of purposes and are valued in our communities.



- People identify and explore elements, principles and processes of the Arts through a variety of experiences.
- Through the Arts, individuals generate and express ideas, drawing on personal experience.
- People communicate through presenting, sharing and responding to the Arts.

Through the 8 years at primary school, students learn in all 4 disciplines: Dance, Drama, Sound Arts (Music) and Visual Art.

Social Sciences

Social Science is about how people interact with each other and their environment, across time and around the world. Students explore how societies work, how they can participate and how they can take action as informed and responsible citizens.



Key Understandings:

- People express themselves through a range of cultural contexts.
- People and environment interact with each other and impact on each other.
- Past decisions affect our present and decisions made now affect our future.
- Economic decisions affect individuals and communities.

Students learn Social Sciences through the “Social Inquiry” process strand in 4 conceptual strands:

1. Identity, Culture and Organisation
2. Place and Environment
3. Continuity and Change
4. The Economic World

Learning Languages

Learning Languages is about exploring the language and culture of others and ourselves, towards developing concepts of identity.

Key Understandings:

- *Communication*- Interact with others by expressing and responding to ideas.
- *Culture*- Through comparing and contrasting, to understand similarities and differences between cultural beliefs and practices.
- *Language*- Recognise and use the specific language features to make meaning and connect with own language.

