



*Confident and resilient learners,  
preparing for the future*

# Curriculum Delivery Plan

# Contents

	<b>Page</b>
Contents	2
Our Vision and Mission	3
Our TREES	4
Our Principles	6
Our Competencies	8
Our Pedagogy	10
Assessment	11
Assessment Calendar	12
Learning Areas	13
Health and Physical Education	14
Arts	17
English	19
Mathematics and Statistics	22
Integrated Curriculum	24

(Science, Social Sciences, Technology, Learning Languages)

Still to come: Curriculum Planning Expectations for Staff

## **Our Vision**

Confident and resilient learners, preparing for the future

## **Our Mission**

To provide a high quality education within a caring, rural environment with active support from the community

The national curriculum sets clear direction for student learning and places our students at the centre of the learning process. Emphasis is placed on numeracy, literacy and through the development of the key competencies, values and principles. As the world becomes more diverse and complex with increasingly sophisticated technologies, it is vital that our students are able to adapt and function successfully in our local, national, and global communities.

Our curriculum at Mangaroa School is based around our caring, rural community. We believe that the curriculum reflects the specific learning, social and cultural needs, and strengths, of our students, their families, whanau, the wider community and our staff. We recognise that all learners should experience a rich and balanced education and we envision that our students, when they leave Mangaroa School, will be confident, resilient, and prepared for the future.

# Our TREES

Our TREES have been developed by our students, families, whanau, staff, and wider community. They are encouraged, and modelled, through our classroom practice, explicit learning activities, and through our school culture. It is expected that when students leave Mangaroa School, they will do so with the values below firmly entrenched in their being.

<b>Teamwork</b>	Everyone works together to achieve a goal Help, support and encourage each other Be fair and share
<b>Respect</b>	Accept others for who they are Look after yourself, others and property Treat others as you'd like to be treated
<b>Resilience</b>	Try. Try. Try again Shake off the little things Bounce back after a disappointment Be confident in yourself
<b>Responsibility</b>	Know, and understand, the school rules Organise yourself Be in control of your own behaviour Accept the consequences for your actions
<b>Exploration</b>	Be curious Be creative Ask questions Seek answers Grow knowledge Problem solve
<b>Environment</b>	Creating a healthy, peaceful, sustainable school through people teaching and learning together
<b>Success</b>	Aspire to achieve excellence Celebrate progress Value learning and understand your role in it

# Our Principles

Each Board of Trustees, through the principal and staff, is required to develop and implement a curriculum which is underpinned by the principles of the New Zealand Curriculum (Page 44, NZC).

## The New Zealand Curriculum Principles:

All curriculum should be consistent with these eight statements:

### High Expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

### Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

### Learning to Learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

### Cultural Diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

### Inclusion

## Mangaroa School Principles:

Mangaroa School principles align with the New Zealand Curriculum.

### High Expectations

Our students are encouraged by our staff, and each other, to be resilient and confident learners. Our high expectations of attainment and behaviour are evident in our school. We value continuous improvement.

### Treaty of Waitangi

Our students benefit from rich learning experiences that enable them to understand, and value, the bicultural heritage of New Zealand.

### Learning to Learn

Our students receive feedback, and feed forward, that helps them understand their own strengths and what they need to work on, and how (next learning steps). Our students are aware of learning intentions and success criteria and they understand that learning is a lifelong adventure.

### Cultural Diversity

Our staff and students are knowledgeable of others' cultural backgrounds, are sensitive to a diverse range of beliefs and practices and value being part of a community.

The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

### **Community Engagement**

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.

### **Coherence**

The curriculum makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

### **Future Focus**

Exploration of such significant future-focused issues as sustainability, citizenship, enterprise and globalisation.

### **Inclusion**

Our students' interests, abilities, and learning styles are recognised and celebrated. Our professional practice is non-sexist, non-racist and non-discriminatory.

### **Community Engagement**

Our learning connects with students' lives outside of school and involves their families, whanau and the wider community.

### **Coherence**

Our learning is enriched by natural connections that exist across the various dimensions of our curriculum – our principles, values, key competencies and learning areas. Our school-wide procedures, practices, policies and systems align with our vision. Staff provide positive learning environments and teachers provide focussed teaching.

### **Future Focus**

Our curriculum encourages students to look to the future and to consider a range of issues that will impact on themselves and others in our community and around the world. We foster a lifelong love of learning and encourage our pupils to **be confident and resilient** in all areas of life.

Our school culture is underpinned by these principles. They are apparent in our values, attitudes, competencies, vision, professional practice, strategic decisions, planning, assessments, reporting, relationships, conversations, and, ultimately, our learning.

# Our Competencies

## **The New Zealand Curriculum identifies five key competencies:**

### **Thinking**

Thinking is about using creative, critical and metacognitive processes to make sense of information, experiences and ideas.

### **Using Language, Symbols and Texts**

Students who are competent users of language, symbols and texts can interpret and use words, number, images, movement, metaphor and technologies in a range of contexts.

### **Managing Self**

Students who manage themselves are enterprising, resourceful, reliable and resilient.

### **Relating to Others**

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts.

### **Participating and Contributing**

This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

## **Mangaroa School Learning Competencies:**

### **Thinking**

Our students learn through creative, critical and metacognitive processes to make sense of information, ideas and experiences. They use their imagination, take risks, and are curious about the world.

### **Using Language, Symbols and Texts**

The achievement objectives from the English and Mathematics and Statistics learning areas are the basis for the development of this competency. These objectives connect across all learning areas and activities.

### **Managing Self**

Our students will manage themselves as learners by:

- Being confident, community minded learners.
- Being committed, resilient learners who aim high.
- Setting personal goals, making plans and having high personal standards.
- Being innovative, curious, reflective, creative, critical thinkers.

### **Relating to Others**

Our students will relate to others by:

- Interacting effectively with a diverse range of people in a variety of contexts and cultural settings.
- Listening actively, recognising different points of view, negotiating and sharing ideas.
- Taking different roles in different situations.
- Knowing when it is appropriate to compete and when it is appropriate to cooperate.

### **Participating and Contributing**

Our students will participate and contribute by:

- Being actively involved in a range of communities.
- Making connections and creating opportunities for including others.
- Responding appropriately as a group member.

People use these competencies to live, learn, work, and contribute as active members of their communities. They are not separate or stand alone. They are the key to learning in every learning area.

The competencies continue to develop over time, shaped by interactions with people, places, ideas and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex (New Zealand Curriculum, Page 12).

**In our school the students will be supported in the development of the key competencies so that they can be successful and confident members of their community.**

# Our Pedagogy

## The New Zealand Curriculum Pedagogy:

Research and Practice tells us that students learn best when teachers:

- Create a supportive learning environment.
- Encourage reflective thought and action.
- Enhance the relevance of new learning.
- Facilitate shared learning.
- Make connections to prior learning and experience.
- Provide sufficient opportunities to learn.
- Inquire into the teaching – learning relationship.

## Mangaroa School Curriculum Pedagogy:

The teachers at Mangaroa School support children by:

- Creating a learning environment that is caring, supportive, inclusive, non discriminatory and cohesive, and which provides the foundation for building a learning focused relationship with students.
- Making sure students understand the relevance of new learning.
- Making connections with what students already know across all learning areas and facilitating new learning with the students, keeping it relevant and allowing plenty of opportunities for practice and sharing.
- Facilitating shared learning by designing learning environments that foster conversations and partnerships; providing feedback and feed forward.
- Encouraging reflective thought and action so students develop their own abilities to stand back from their learning and think both creatively and critically about information, ideas and processes of learning.
- Providing multiple opportunities to learn so that students have sufficient time to learn, engage with, practice and transfer new learning.

# Assessment

**In our school, assessment is about improving students' learning and teachers' teaching.**

1. We gather data (formative, diagnostic and summative) to tell us what is happening in our students' learning.
2. We analyse this data so that we understand what it means for our students' learning and teachers' teaching. We can make statements that will lead us to make a difference for our students.
3. We use this information to make decisions about what we need to do next, what we need to change and what has made a difference.

**Assessment is at the heart of self-review.**

## Mangaroa School Assessment Calendar

Term One	Term Two	Term Three	Term Four	Linc-Ed
Writing Sample (Jrs)	Writing Sample (Jrs)	Writing Sample (Jrs)	Writing Sample (Jrs)	Linc-Ed Assessment
E-asTTle Writing (Srs)		E-asTTle Writing (Srs)		Linc-Ed Assessment
Basic Facts (Srs)	Basic Facts (Srs)	Basic Facts (Srs)	Basic Facts (Srs) GLOSS	Linc-Ed (Comment)
JAM	JAM (as required)	JAM (as required)	JAM	Linc-Ed (Comment)
Running Records	Running Records (as required)	Running Records	Running Records (as required)	Linc-Ed Assessment
Probe (as required)	Probe (as required)	Probe (as required)	Probe (as required)	Linc-Ed Assessment
Topic Spelling- (Srs)	Spelling – Peters (Jrs) Topic Spelling – (Srs)	Topic Spelling – (Srs)	Spelling – Peters (Jrs) Topic Spelling – (Srs)	No – Teacher tracks this
PAT Listening PAT Punctuation/Grammar PAT Maths PAT Reading				Linc-Ed Assessment
STAR (for students with low PAT scores)				

# Learning Areas

Every Board of Trustees, through the principal and staff, is required to provide all students in years 1-8 with effectively taught programmes of learning in 6 key areas:

In **English**, students make and create meaning of oral, visual and written texts with increasing enjoyment, depth and sophistication.

In **The Arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **Health and Physical Education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts. They will develop positive and responsible attitudes, to contribute to healthy communities and environments.

In **Mathematics and Statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of, and solve problems in the world around them.

In **Science**, students explore how both the natural physical world and science itself works so that they can investigate, problem solve, apply and communicate their scientific learning.

In the **Social Sciences**, students investigate past, present and future societies, their place and participation as critical, active, informed and responsible citizens. They investigate to learn about people, places, cultures, histories and the economic world within and beyond New Zealand.

In **Technology**, students learn to be innovative and creative developers of products and systems and discerning consumers who will make a difference in the world.

In **Learning Languages**, students learn to communicate in an additional language, to develop their capacity to learn further languages, and explore different world views in relation to their own.

The New Zealand Curriculum specifies eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences and technology.

While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies (New Zealand Curriculum, Page 16).

# Curriculum Review

Our curriculum is continually being reviewed/re-tweaked. We do not see this as ever being a fully “finished” document as we believe self-review is integral to our success going forward.

## Health and Physical Education

### **At Mangaroa School:**

- Students develop the knowledge, understandings, skills and attitudes that they need in order to maintain and enhance their personal well-being and physical development.
- Students will be given opportunities to maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
- Students will develop understandings, skills and attitudes that enhance their interactions and relationships with others.
- Students will contribute to healthy communities and environments.

### ***Currently, we:***

- Have daily fruit breaks.
- Have milk in schools.
- Are a Play.Sport school.
- Do daily fitness activities.
- Have Wheely Wednesdays each week.
- Have daily swimming in Terms 1 and 4.
- Eat our healthy lunch items first.
- Participate in the Bee Healthy dental programme.
- Participate in Life Education.
- Attend most inter school sporting events.

- Consult our community regularly about Health and Physical Education in our school.

Access the Health and PE Curriculum online - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education>

**Over the student's time in the Junior Syndicate, they will take part in a variety of health and physical education topics, including but not limited, to:**

Personal Health and Physical Development	Keeping Healthy – Keeping Clean, Healthy Eating Healthy Habits – Sleep, Exercise, Diet Growing and Changing - Our Bodies/How Bodies Work Keeping Safe – Kitchen Food Hazard Identification – Water, Sun, Road, Trains, Fire, EOTC, Building Stamina
Movement Concepts and Motor Skills	Daily Fitness Activities, Fundamental Movement Skills (Run, Jump, Throw, Skip, Catching, Kicking, Striking, etc.) Ball Skills, Gymnastics (Balance, Rotation, Safe Landings, etc.), Dance/Jump Jam, Move and Improve, In Class Wiggle Breaks, Team Games, Athletics, Swimming
Relationships with Other People	Sportsmanship, Making and Being Friends, Working and Playing Together, Conflict Resolution, Understanding and Recognising Emotions, Being Part of a Team/Group, Following Rules
Healthy Communities and Environments	Healthy Environments (Looking After Our Environment, Marine Environment) Rubbish: Reduce, Reuse, Recycle Water Cycle: Water Quality – often based around school and home

**Over the student's time in the Senior Syndicate, they will take part in a variety of health and physical education topics, including but not limited, to:**

Personal Health and Physical Development	Hazard Identification, Cyber Safety, Healthy Habits (stretching, warm ups and looking after your body) Growing and Changing (Family Planning)
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Movement Concepts and Motor Skills	Positive Attitudes, Learning Game Sense, Fitness, EOTC Week, Swimming, Athletics, Daily Exercise, Jump Jam, Team Games, Creating Safe Environments
Relationships with Other People	Teamwork, Inclusive Environments, Sportsmanship, Manaakitanga, Tuakana Teina (sometimes being the learner/ sometimes being a leader), Class Treaties and setting up a positive classroom culture
Healthy Communities and Environments	Providing Class and School Leadership Opportunities, Sharing Learning with Whanau and Community, Envirogroup, Gardening. Rubbish: Reduce, Reuse, Recycle

**\*\* Life Education Caravan is a support programme every two years for both syndicates.**

# Arts

## At Mangaroa School:

- Students will develop skills, knowledge, attitudes and understandings of art practices and technologies through action and reflection.
- Students will be given opportunities to explore, challenge, affirm and celebrate unique artistic expressions of self, community and culture.
- Students will learn both independently and collaboratively to produce a variety of artworks including dance, drama, music and visual arts.
- Students will be creators, presenters, viewers and listeners, able to participate in, value, and enjoy the arts throughout their lives.

## Currently, we:

- Invite performance groups to the school (Dance Groups, Orchestras, Drama Groups, etc.).
- Regular syndicate singing.
- Have regular breaks that include music/movement.
- Hold a school production or arts exhibition every year.
- Integrate arts across the school.
- Participate in the Upper Hutt Cultural Festival.
- Have outside facilitators come in for music and/or singing lessons.

Access the Arts Curriculum online - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/The-arts>

**Over the student's time in the Junior Syndicate, they will take part in a variety of art topics, including but not limited, to:**

<b>Visual Arts</b>	Foundation Skills (Cutting, Pasting, Drawing, working with colours,) Observational drawing, Painting, Crayon and Dye, Printing, Clay Mixed Media, Weaving, Collage, Construction, Sculpture, Artists studies, Cultural Art, Photography, Digital Art (linked with other curriculum areas) Visual Literacy (posters, videos and movies respond to and create own)
<b>Music</b>	Singing ( School and Syndicate), Waiata (Kapa Haka), Listening to and Responding to Music, Elements of Music, Instruments of the orchestra – Making and Playing Instruments, Movement to Music
<b>Drama</b>	Role Plays to express feelings and deal with social situations. Play reading/acting, Voice characters in stories, Production items
<b>Dance</b>	Linked with Music and PE/Health programme, Exploring different types of movements, Following routines, Creating own movements and routines. Individual and group dances, Dance from other cultures

**Over the student's time in the Senior Syndicate, they will take part in a variety of art topics, including but not limited, to:**

<b>Visual Arts</b>	Weekly lessons, Painting, Paper Mache, Plaster of Paris, Artist studies, Presenting art in assemblies, Displaying art, Sketches, Responding to art, Matariki, Watercolour, Visual literacy, Advertisements, Digital art including green screens, Construction
<b>Drama</b>	Skits integrated into units (especially health), Plays in literacy, Assembly items, Production items
<b>Dance</b>	Kapa Haka, Jump Jam, Cultural dances, Moving to music (often linked to PE curriculum), Choosing dance music, Assembly items, Production items
<b>Music</b>	Syndicate singing, Responding to music, Waiata, Kapa Haka, Making music, Experimenting with instruments, Moving to music

- School Production during 'even' years
- Art Exhibition during 'odd' years
- Visits to local galleries and arts festivals
- Visits from local art galleries, theatre groups and musical groups

# English

## At Mangaroa School:

- Students will read, respond to and think critically about texts.
- Students will write to record and communicate their ideas and experiences.
- Students will learn to extend their vocabulary and thinking through discussions involving listening and speaking (oral language underpins written language).
- Students will access, process and present ideas and information in visual language forms (visual language is inherent in Reading and Writing).

## Currently, we:

- Practice making meaning and creating meaning at each level of the curriculum.
- Engage with texts that are increasingly more sophisticated and challenging.
- Experience the purpose and benefit of literacy in our lives through effective interpretation and use of symbols to communicate an idea through speaking and listening, writing, reading, text and images.
- Are learning to be effective communicators.
- Are learning to think critically.

***Success in English is fundamental to success across the curriculum (NZ Curriculum, Pg. 18)***

Access the English Curriculum online - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/English>

Access to [Literacy Learning Progressions](#)

**Over the student's time in the Junior Syndicate, they will take part in a variety of English topics, including but not limited, to:**

	<b>Receptive Modes</b>
<b>Listening</b>	Being a good audience, Taking part in a group, Listening to Reading, Listening for Information in Oral texts (e.g. videos, radio broadcasts).
<b>Viewing</b>	Posters, Pictures, Movies, Shows, Picture Books, Internet, Sign Language.
<b>Reading</b>	Shared Reading, Buddy Reading, Reading for Pleasure, Reading to, with and by children, Daily Teacher Reading, reading, Variety of text types (genre), Reading Response Activities, Instructional (small group), Play Reading, Regular assessment (Running Records, Comprehension), Daily Five, Yolanda Soryl (Phonics and Early Words), Letterland, Beanie Baby Decoding and Comprehension Strategies, Building reading stamina, Poems and Songs.

	<b>Expressive Modes</b>
<b>Speaking</b>	Asking and answering questions, Sharing news, work, contributing in class discussions. Annunciation of Sounds, Poetry Reading, Assembly.
<b>Presenting</b>	Sharing work, Publishing (including Digital), Sign Language.
<b>Writing</b>	Modelled Writing, Writers Notebook (group and Individual) Variety of genre (including but not exclusively: Poetry, Narratives, Responses to text, Recounts (Factual and imaginative), Letters, Cards, Postcards;) Spelling (weekly focus, Phonics, High Frequency Words, Essential Lists), Handwriting, Daily Writing Opportunities (formal and informal including Daily Five, Learning through Play, Discovery) Building Writing Stamina.

**Over the student's time in the Senior Syndicate, they will take part in a variety of English topics, including but not limited, to:**

<b>Reading</b>	Sustained and guided silent reading, individualised reading, research reading, study skills, shared reading, teacher reading aloud, library skills, reciprocal reading, language experiences, talking about their reading and buddy reading - all across the curriculum.
<b>Writing</b>	Specific genre - writing across the curriculum, Handwriting, Grammar activities, Phonics, Spelling, the writing process, regular daily opportunities to write.
<b>Speaking Listening</b>	Speech Contest, hold conversations, take part in discussions listening and responding to others point of views, ask and answer inferential and evaluative questions, follow sets of instructions. Develop more confidence and maturity in communicating orally.
<b>Presenting</b>	Using a wide range of forms when presenting and communicating eg maps, picture books, cartoons, drama, charts and posters, handwriting, layout, illustration, using a range of technology and media.
<b>Viewing</b>	Reading a wide range of visual and dramatic texts eg maps, photographs, drama, signs and symbols, television programmes, advertising and cartoons. Promoting viewing through reading, writing, art and inquiry and range of technology and media.

- Weekly visits to the school library
- Weekly visits from the Upper Hutt Mobile Library Bus
- Visits to the Upper Hutt Library
- Visits from local (and non-local) authors and experts

**(NB - Many activities cross between strands and modes e.g. daily five includes reading, writing, viewing, listening, speaking; and also integrated across the curriculum and linked with topic studies).**

# Mathematics and Statistics

## ***At Mangaroa School:***

- Students will understand that mathematics is the exploration and use of patterns and relationships in quantities, space, and time.
- Students will understand that statistics is the exploration and use of patterns and relationships in data.

These two disciplines are related but have different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

- Students will be able to use symbols, graphs, and diagrams to help them find and communicate patterns and relationships.
- Students will be able to create models to represent both real-life and hypothetical situations.

These

situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

## **Currently, we:**

- take part in a variety of Mathematical opportunities, (Number & Algebra, Statistics, Geometry and Measurement) including but not limited, to the characteristics of the effective numeracy classroom (see chart on the following page).

## Characteristics of an effective numeracy classroom

Environment	The Teacher	The Students
<p><b>Classroom climate</b></p> <ul style="list-style-type: none"> <li>reflects the cultural diversity of the class</li> <li>all students are expected to engage in mathematical thinking and to contribute to the class learning community</li> <li>reflects realistic mathematical expectations of all children which promote and value effort, persistence and concentration</li> <li>risk-taking is encouraged</li> <li>students' ideas are valued and they are safe to offer solutions and estimations</li> <li>'wrong' answers or misconceptions are used as learning opportunities</li> <li>people expect to be challenged and justify their thinking</li> <li>positive attitudes to mathematics are evident</li> </ul> <p><b>Visual elements</b></p> <ul style="list-style-type: none"> <li>accessible and displayed maths equipment e.g. numberlines, abacus, number charts</li> <li>displayed examples of student's work</li> <li>modelling books and student work books</li> <li>key vocabulary and visual support for mathematical ideas are displayed</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>flexible workspace to support individual, pair and small group work</li> <li>independent activities are accessible to students and appropriate to their needs</li> <li>whole class sessions and small group teaching evident</li> <li>provision of purposeful practice activities that link to prior and current learning</li> </ul>	<p><b>Interactions with content</b></p> <ul style="list-style-type: none"> <li>focuses on key mathematical ideas and shares these with students</li> <li>uses real life and appropriate tasks (socially appropriate and cognitively accessible) that reflect the cultural diversity of the class</li> <li>structures purposeful and problematic tasks that enable different possibilities, strategies and ideas to emerge, and encourage cognitive dissonance</li> <li>effectively uses of a range of equipment to model and support the development of mathematical thinking</li> <li>makes connections to prior learning or related mathematical ideas</li> <li>makes links to other mathematics strands and curriculum areas</li> <li>effectively applies the Numeracy Project Teaching Model (material /imaging /number properties)</li> <li>records key mathematical ideas in a variety of ways to support and extend thinking</li> <li>challenges and scaffolds all students to solve difficult problems in a variety of ways</li> <li>promotes the use of alternative and efficient methods to solve problems</li> <li>provides opportunities for cognitive engagement and presses for understanding</li> <li>uses ICT to support learning</li> </ul> <p><b>Interaction with students</b></p> <ul style="list-style-type: none"> <li>provides opportunities for students to work with and learn from peers in flexible groupings</li> <li>allows students sufficient thinking time</li> <li>listens to and build on students' ideas which develop and extend key concepts</li> <li>promotes the sharing of ideas and strategies</li> <li>supports children to explain their mathematical ideas</li> <li>encourages children to challenge ideas and justify strategies and solutions</li> <li>uses a range of question types to promote higher order thinking, and reflection on learning</li> <li>encourages students to listen and evaluate others' mathematical thinking/ideas</li> <li>provides constructive and timely feedback to promote learning</li> </ul> <p><b>Assessing learning</b></p> <ul style="list-style-type: none"> <li>provides opportunities for students to reflect on learning</li> <li>collects data through the observation of and listening to children</li> <li>uses a variety of assessment tools</li> <li>planning and teaching reflects assessment information</li> </ul>	<p><b>Interactions with content</b></p> <ul style="list-style-type: none"> <li>explore alternative strategies</li> <li>engage in interesting and challenging activities</li> <li>use number sense and estimation</li> <li>express mathematical ideas confidently, both verbally and in written recording</li> <li>use a range of equipment effectively to demonstrate and develop their mathematical thinking</li> <li>record mathematical ideas using diagrams, symbols, and written statements</li> <li>reflect on and assess their own learning</li> </ul> <p><b>Interactions with others</b></p> <ul style="list-style-type: none"> <li>work purposefully with peers and teachers to solve problems</li> <li>contribute, justify and evaluate thinking</li> <li>to explore strategies and possible solutions</li> <li>willing to challenge ideas and be challenged</li> </ul>

Access the Maths Curriculum online - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Mathematics-and-statistics>

Access the [NZMATHS online website](#)

# Integrated Curriculums

(Science, Social Sciences, Technology, Learning Languages)

**These curricular areas are integrated throughout our learning experiences each day, closely linked with Literacy and Numeracy.**

## ***At Mangaroa School:***

- Develop an understanding of the world, how societies work and how people can participate as critical, active, informed, and responsible citizens.
- Learn that integrated curriculums involve particular processes and ways of developing and organising knowledge and that these continue to evolve.
- Use their current knowledge and skills for problem solving and developing further knowledge.
- Use knowledge and skills to make informed decisions about the communication, application, and implications of their learning as it relates to their own lives and cultures and to the sustainability of the environment.
- Investigate, understand, and explain our natural, physical world and the wider universe.
- Draw contexts from the past, present, and future and from places within and beyond New Zealand.
- Use intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

## ***Currently, we:***

- Expose students to languages and cultures of a variety of countries including New Zealand.
- Are part of the Enviroschools programme.
- Model and implement our school TREES.
- Make use of our local environment and resources.
- Are part of the Hutt Science Trust programme.
- Encourage student agency.
- Participate in weekly Exploration and Discovery Time.

***Over the student's time at Mangaroa School, students will take part in a variety of integrated topics, not limited to, but including:***

- Student interests.
- Major current events.
- Local, national and global issues.

Access the curriculum documents online: [Science](#), [Social Sciences](#), [Technology](#), [Learning Languages](#)

Online support: [Science Learning Hub](#), [Technology Online](#) [Social Sciences Online](#), [Learning Languages](#)