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|  | 2024 – Allenton Curriculum Overview | | | | |
| **Term 1 Wk 1-5** | **12 Week Inquiry**  **TERM 1 Wk 6- Term 2 Week 8** | **Health**  **Term 2 Wk 8 and week 9** | **12 Week Inquiry**  **TERM 2 Wk 10- Term 3 Week 10** | **TERM 4 Week Health and Passion Projects 1-7,Christmas 8-10** |
|  | **The ‘Why’ we are here** | | | | |
| **Strategic Aims 2024** | 1. To provide a student-centred, future-focused curriculum.  2. To have reciprocal relationships with students, parents, whanau and community.  3. To have a learning environment that celebrates our school culture, values and people. | | | | |
|  | **The ‘Who” we are as learners** | | | | |
|  | **Te Mātaiaho progression model: Curriculum phases**  **Phase 1 (years 0-3)** *Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau*  **Thriving in environments rich in literacy and numeracy**  **Phase 2 (years 4-6)** Te whakawhānui i ngā pae o te mātauranga me te mahi tahi  **Expanding horizons of knowledge and collaborating**  *The Te Mātaiho curriculum broadens the view of success by recognising the close relationship between achievement and wellbeing, and it underlines the importance of setting and supporting high expectations for ākonga, enabling all to learn and excel. It aims to transform educational inequities for Māori, giving prominence to mātauranga Māori and te reo Māori.* | | | | |
|  | *The learning that matters: Understand, Know, and Do*  *For all learning areas, there are three elements: Understand, Know, and Do. These elements are not separate, and they are not in sequence. Weaving them together ensures that learning is deep and meaningful and supports ākonga to use it for informed decision making and action.*  *Understand: At the heart of each learning area is a unique set of big enduring ideas that all ākonga can relate to and access.*  *Know: Contexts enable the illumination of these big ideas and bring them to life.*  *Do: Ākonga develop practices that enable them to think and act as ‘experts’ within each learning area and across the learning areas (e.g., as an artist, a social scientist, or a storyteller).*  *While the learning areas are presented as distinct, this should not limit the ways in which schools structure learning experiences offered to ākonga.*  *All learning should make use of the natural connections that exist between learning areas.*  *The common UKD structure across the learning areas facilitates integration while retaining the integrity of each area. It is a future-focused approach that supports ākonga to take a critical view of information and make sense of it in an increasingly digital world.*  *Each learning area is designed to be inclusive and mana-enhancing and to ensure each ākonga feels they are valued and can experience success.* | | | | |
| **4 NPDL Elements of learning design for Akonga** | **Pedagogical Practices:** Student Agency, Ako, Tuakana Teina (older and younger akonga working together), Place Based Learning, Inquiry Learning, Project and Problem-based learning.  **Learning Partnerships:** Students, Whanau, Teachers, Experts, Iwi and Hapu  **Leveraging Digital:** Personalisation, Digital Creativity, Connecting, Collaborating, Real-Time Feedback, Learning anywhere - anytime.  **Learning Environments:** Home, School, Marae, Global, Libraries, Virtual, Outdoors, Local Environment. | | | | |
| **AS ACE**  **Key Competencies** | Aroha, Self Managing, Always Thinking, Communicating, Effort | | | | |
| **NPDL 6 Global Competencies** | Creativity/ Auahatanga  Having an entrepreneurial eye for economic and social opportunities, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into action.  Communication/ Whakawhitiwhiti kōrero  Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.  Citizenship/ Whanaungatanga  Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.  Critical Thinking/ Kirirarautanga  Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.  Collaboration/ Mahi Ngātahi  Work interdependently and synergistically in teams with strong interpersonal and team related skills including effective management of team dynamics, and challenges, making substantive decisions together, and learning from and contributing to the learning of others.  Character/ Mana āhuatanga  Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, resilience; and the ability to make learning an integral part of living. | | | | |
| **Big Transferable Ideas** | Who we are - An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  Where we are in place and time - An inquiry into orientation in place and time personal histories; homes and journey; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.  How the world works - An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  How we organize ourselves - Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment  Sharing the Planet - Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.  How we express ourselves - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | | | | |
|  | *“* ***What we are doing here - 2024*** | | | | |
| **Resource** | **IB (**[**International Baccalaureate**](http://ibo.org/)**) PYP Big Ideas** | | | | |
| **Big Ideas** | ***Our class, Our School***  ***AS ACEs***  ***6Cs***  **2024/2025 - 6C Launch**  1 day for non-focus C’s  (all 3 in one day)  1 day per focus C  Staff can decide which day of the week they do this on. | **How we express ourselves**  An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | **To be confirmed** | **How the World Works**  An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | **Health Topics then Choice topics and**  **Whakanui (Christmas)**  **Celebrations** |
| **Global Competencies for explicit teaching and assessment 2024** | Critical Thinking/ Kirirarautanga  Communication/ Whakawhitiwhiti kōrero  Character/ Mana āhuatanga | | | | |
| **Transdisciplinary learning- Enduring Understandings** | **Health**  **Relationships with Other People**  Communication, cooperation and acceptance of others are essential life skills.  Friendships change.  Interactions can be positive and negative and people need strategies to deal with these. | **The Arts**  Creativity   * Imagination, thoughts and feelings can be expressed in different ways. * Through exploring, discovering and experimenting they can create works of art. * They need certain skills to make works of art.   Appreciation   * They can interpret and respond to The Arts in their own unique way. * Different cultures express their beliefs and customs in various ways.   Communication   * We can share ideas or tell stories using The Arts. * The Arts are a vehicle for self-expression and sharing with an audience.   [The Arts at Allenton](https://docs.google.com/document/d/1iTT_fpbEqsT5IAoCkkYb3PbiO5Y9Evd8/edit) | **Health**  **In response to Health Review** | **Science**  **Diversity**  **Living world**   * Living things have developed unique characteristics, which enable them to survive in particular environments.   Material world   * Things have many properties, which allow them to be used in different ways for a variety of purposes.   Interdependence  Planet earth and beyond   * Planet Earth and the universe are affected by natural events and human actions, in positive and negative ways.   Living world   * Living things depend on other living things and their environment for survival.   Energy  Physical world   * Sources of energy are both natural and manmade. * People are dependent on sources of energy for survival.   Change  Material world   * Objects change when they are mixed, heated or cooled.   Living world   * People and natural events cause things to change. * Change occurs over time, and at different rates. * Living things can adapt to their environment.   Planet earth and beyond   * The world is always changing   Sustainability  Planet earth and beyond   * We need to protect our planet to preserve it for the future.   Living world   * Some species are declining and may become extinct.   [Science at Allenton](https://docs.google.com/document/d/1VRw0QC0_sVMBp1o1onqomwAEGXUNoSUeTQ1zdcQh6yw/edit) | **Health**  Topics at Syndicate level - AO that applies  **Social Science**  **Understand**  E koekoe te tūī, e ketekete te kākā, e kūkū te kererū.  People hold different perspectives on the world depending on their values, traditions, and experiences.  **Know**  Ngā ahurea me te tuakiri kiritōpū |  Culture and collective  Identity  Relationships, language, and culture shape identity.  People express their culture through their daily lives and through stories  about their past.  **Do:**  Te tautohu uara me ngā tirohanga  | Identifying values and  Perspectives  I can:  - say what I think using kind words  - listen to other people’s stories and points of view  - talk about how people do things in different ways and understand that my way is not the only way. |
|  | **Learning Celebrations to share our learning ongoing** | | | | |
|  | **So whats**- sharing what we have learned back with our community and feeling like we are making a difference. | | | | |
|  | **How we will do it** | | | | |
| **The process** | Allenton inquiry process driven by student agency.  Resource - Allenton School Inquiry Model and Student Voice Posters 2022  Online Resources:  The Arts  [The Arts at Allenton](https://docs.google.com/document/d/1iTT_fpbEqsT5IAoCkkYb3PbiO5Y9Evd8/edit)  [Visual Arts Programme](https://docs.google.com/document/d/1GR63efxSKaUOsXVtG_nnMP8WTeZTsAUB5ScCtSj5u74/edit)  [Sound Arts Programme](https://docs.google.com/document/d/1k461BOrJ33yVEzU4uU9QPPMrU48-Qx3mVInJIdejxmU/edit)  [Drama Programme](https://docs.google.com/document/d/1i6mtM4UtLMIawSTnZcwOIHJ2EjajwKTdnIZVPuB5y38/edit)  [Elements of Drama](https://docs.google.com/document/d/1HNdQgbn2lvVEALrqjg2bqQybCX1zy6IQ6bx2AKORl40/edit)  [Dance Programme](https://docs.google.com/document/d/1OqoHV86Spbox-v0b-vYTa8gDqVZS1u8BY9ZJ4yNg2NY/edit)  [Responding to Dance](https://docs.google.com/document/d/1WJeaIBfubsZl-gvaMAJ-DhBhysOII_nIy8A8XRlABZI/edit)  [Elements of Dance](https://drive.google.com/drive/folders/0B79u0XatWzhydkZHZUp5UkZ6aXM?resourcekey=0-waYPIsau7NNAqq9ws6pm0A)  Science  [Science at Allenton](https://docs.google.com/document/d/1VRw0QC0_sVMBp1o1onqomwAEGXUNoSUeTQ1zdcQh6yw/edit)  [Nature of Science](https://docs.google.com/document/d/0B79u0XatWzhyYWIxWUF4VDRLMTg/edit?resourcekey=0-kDmKdx6rI-_5CV2othvAJg)  [Key concepts in Science](https://docs.google.com/document/d/0B79u0XatWzhyNjdWWUI4Q2h1NjQ/edit?resourcekey=0-B5Wzlbcpt9zyxbF1HuEy7Q) | | | | |