

**Saint Bernadette's  
Local Curriculum**



**A living, breathing  
document that  
changes as we  
grow, learn and  
respond!**

**2024**



## Religious Education

### Why do we value this?

Being a Catholic School means that Religious Education underpins everything we do and all learning interactions. It leads us to understand what it is to be Catholic – It is a given at our school. For our students we aim to instill in them the essential faith knowledge, experiences and understanding for them to be able to "Live life to the Full" as members of the Catholic Church. Participation in the mass and sacraments, having a sound knowledge of prayer and the fundamentals of the Catholic faith, surrounded by a supportive faith community, will lead our students to demonstrate the following understandings:

- Being Christ- Like in their actions
- That as a follower of God – You are never alone
- That it takes courage to be themselves within their faith
  - That it's "cool to be Catholic"
  - Knowing right from wrong
- How to live by the Fruits of the Holy Spirit

These understandings will lead them to be the hands and Face of Christ and truly "bring Christ into the World"

We provide students with opportunities to understand big concepts and themes, gather knowledge and use creative thinking and problem solving to grow their faith and make positive change.



## Religious Education

### How do we deliver an effective programme??

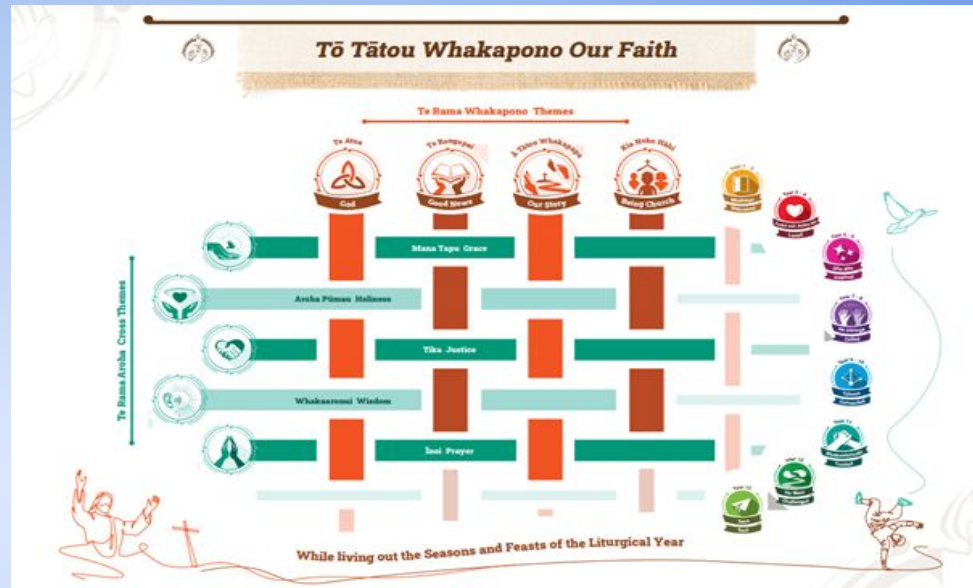
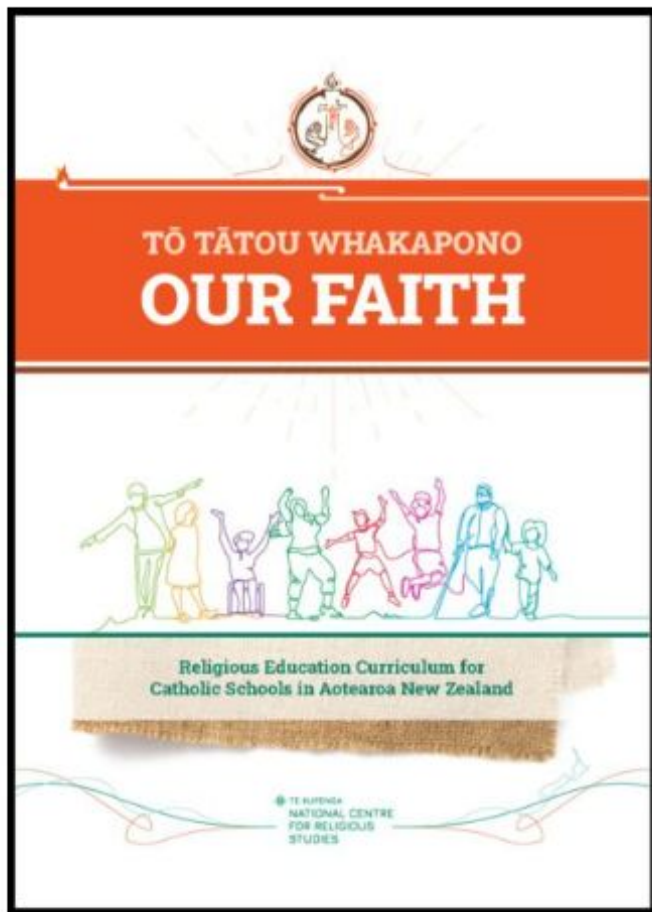
We focus on providing students with authentic learning experiences that incorporate the following:

- Te Atua - God
- Te Rongopai - Good News
- A Tātou Whakapapa - Our Story
- Kia Noho Hāhi - Being Church
- The Liturgical Year
- Catholic Social Teaching Principles
- School Values
- Celebration of Mass
- Participation in the Sacramental Programme

### What resources do we use?

To support us in RE, we use:

- Tō Tātou Whakapono - Our Faith Curriculum
- Faith Alive
- Caritas New Zealand



## Time allocation for Religious Education

This time allocation was approved by the New Zealand Catholic Bishops Conference on 11 May 2011.

### Primary schools

The following is the **minimum** requirement for the teaching of Religious Education in a Catholic primary school in New Zealand per five teaching days per week:

Total time	Spread of lessons
Years 1 and 2: 100 minutes	5 x 20
Years 3 and 4: 100 minutes	5 x 20 or 4 x 25
Years 5 and 6: 120 minutes	4 x 30
Years 7 and 8: 150 minutes	5 x 30

The Bishops specified that minimum teaching time refers to the number of minutes per five school days per week. It excludes prayer, retreats, liturgies etc. They also requested that Religious Education be allotted prime time, the first period of the day, for instance.

If Religious Education is integrated across the curriculum schools must be careful to ensure that enough time is devoted to Religious Education and that the specific RE curriculum is covered.

## Religious Education Overview 2024 (Year B)

	1	2	3	4	5	6	7	8	9	10
<b>TERM TWO</b>	29 April- 3 May	6-10 May	13-17 May	20-24 May	27 - 31 May	4-7 June	10-14 June	17-21 June	24 - 27 June	1 <sup>st</sup> -5 July
Significant Dates	(May – Month of Mary)  25th ANZAC Commemoration	Ascension Sunday 12th  Mother's Day 12 <sup>th</sup>	Pentecost Sunday 19th	Trinity Sunday 26 <sup>th</sup>		Corpus Christi 2nd King's Birthday 3rd  Sacred Heart of Jesus 7th			Matariki 28th	
Focus of the learning from the RE curriculum	Liturgical Year - Ascension & Pentecost lessons.		Te Rongopai Good News - Set A							
Diocesan or National events and PLD opportunities		SC502 10th May (Jo & Cath?)	Week of Prayer for Christian Unity 12th -19th May		SC502 28th May (Jo & Cath?) DRS Meeting 1:30pm 29th May (Kelly)			Catholic Convention, Wellington, 19-21 June (Jo & Kelly)		
School Catholic Special Character Events	<b>1 May</b> School Mass 9:00am YV's Meeting 2:00pm	<b>8 May</b> School Mass 9:00am	<b>15 May</b> School Mass 9:00am  <b>18 May</b> Parish Pentecost Celebration 5:30pm	<b>22 May</b> School Mass 9:00am YV's Meeting 2:00pm	<b>29 May</b> School Mass 9:00am	<b>6 June</b> School Mass 9:00am	<b>12 June</b> School Mass 9:00am  <b>13 June</b> Reconciliation 1:45pm	<b>19 June</b> School Mass 9:00am	<b>26 June</b> School Mass 9:00am	<b>3 July</b> School Mass 9:00am YV's Meeting 2:00pm  <b>5th July</b> YCC Day Caritas Non-Uniform Day
Staff Prayer	Kelly	Jo	Claire	Cath	Shelley	Jess	Ellen	Rachel		Kelly

## Cultural Capital in our Curriculum

### Why do we value this?

*We believe 'The culture of a child cannot enter the classroom until it enters the consciousness of the teacher!'*

All our tamariki deserve the very best education we can give them. We want to empower our students to be successful in any way they wish to be successful.

We value te Tiriti o Waitangi and strive to ensure that Māori ākonga are successful as Māori and that there is equity between Māori and non Māori ākonga.

We are committed to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world.



## Cultural Capital in our Curriculum

### How do we deliver this effectively?

To help our students successfully engage in their learning, we focus on the following:

Encourage students to use their first language

Draw on student's rich cultural experiences to build further learning

Ensure learning is hands on, relevant and engaging

Use student voice as experts of their own stories and cultural heritage

Engage community expertise to share local, community and global knowledge with our students

Promote a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life

Recognise and build on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau

Build whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners

### What resources do we use?

To support us in our journey we use:

NZ Curriculum

Our Whanau Community

# Inquiry Learning

## Why do we value this?

We believe that Inquiry learning enables students to learn through Curiosity, Discovery and Collaboration. We believe that it is vital that students learn to be critical thinkers, good questioners and avid explorers. We value students learning by questioning, working together and taking risks.

## How do we deliver an effective approach?

Our Inquiry learning focusses on the following:

### Understand

#### The Big Ideas



### Do

Critical Inquiry Practices  
(Practices that bring rigour to learning)

### Know

The Context  
(Rich contexts for exploring the big ideas)

# Inquiry Learning

Understand	The Big Ideas <b>Experiential Learning</b>	The big enduring ideas that connect students to their learning. They ensure learning is not just important but relevant and necessary for our learners. Not just for them but for their family, friends, community and beyond.
Know	Rich contexts for exploring the big ideas <b>Experiential Learning</b>	No inquiry would be valid without our students acquiring knowledge. Learners have an understanding of the events etc that have shaped the big idea.
Do	Practices that bring rigour to learning <b>Experiential Learning</b>	Processes that ensure that learners develop multiple perspectives on a controversial perspective. That they have sourced valid and reliable information from a whole range of sources. They have sorted and synthesised ideas, actions or events. That they have had to compare and contrast knowledge and ideas and that they have taken action as a result of this rigorous learning.

## What resources do we use?

To support us in our Inquiry Learning we use:

NZ Curriculum

Whanau and Community



## Reading

### Why do we value this?

We believe that enabling children to read effectively means they are able to fully access the NZ Curriculum. We believe that a balanced reading approach is important when teaching reading. We aim to install a love of reading that goes beyond school and encompasses the whole family.

We focus on teaching students critical skills of:

Developing Reading Attitudes and Behaviours

Making Connections

Making Predictions

Asking questions

Thinking of the Author's purpose

Making Inferences

Summarising

Finding and Assessing sources of information

Self Monitoring

Knowing their goals and next learning steps



## Reading

### How do we deliver an effective programme?

Our balanced reading approach includes the following:

Reading to students- Class Books, Visits to the Library

Shared big books to learn concepts of print

Guided reading groups to learn reading skills

Listening to reading (Listening Posts)

Literature Circles

Oral language activities

Big Buddy Reading

Phonics

Early Words Programme

The Code

Books home to read with whanau

### How do we deliver an effective programme?

To support us in our reading we use:

Literacy Hub resources

Literacy Hub Goals

Assessment

PM Running Records

Probe Running Records

E-AsTLE

STAR Reading

Seesaw Learning Journal







# Level Two

LEVEL 2 MID / EARLY LEVEL 3	YEAR 3 AND 4	STEP FOUR AND FIVE	
ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	SELF MONITOR	MAKE CONNECTIONS
MAKE INFERENCES	MAKE PREDICTIONS	CREATE AN IMAGE	FIND AUTHOR'S PURPOSE
SUMMARISE	FIND AND ASSESS SOURCES OF INFORMATION		

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS
SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS
MAKE CONNECTIONS	CREATE AN IMAGE	MAKE CONNECTIONS	CREATE AN IMAGE	MAKE CONNECTIONS	CREATE AN IMAGE	MAKE CONNECTIONS	CREATE AN IMAGE
FIND AUTHOR'S PURPOSE	FIND AND ASSESS SOURCES OF INFORMATION	FIND AUTHOR'S PURPOSE	FIND AND ASSESS SOURCES OF INFORMATION	FIND AUTHOR'S PURPOSE	FIND AND ASSESS SOURCES OF INFORMATION	FIND AUTHOR'S PURPOSE	FIND AND ASSESS SOURCES OF INFORMATION
MAKE INFERENCES	SUMMARISE	MAKE INFERENCES	SUMMARISE	MAKE INFERENCES	SUMMARISE	MAKE INFERENCES	SUMMARISE

# Level Three

MID LEVEL 3 / EARLY LEVEL 4	YEAR FIVE AND SIX	STEP SIX	
ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	SELF MONITOR	MAKE CONNECTIONS
MAKE INFERENCES	MAKE PREDICTIONS	FIND AUTHOR'S PURPOSE	FIND AND ASSESS SOURCES OF INFORMATION
SUMMARISE			

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS
SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS
MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION	MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION	MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION	MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION
FIND AUTHOR'S PURPOSE	SUMMARISE	FIND AUTHOR'S PURPOSE	SUMMARISE	FIND AUTHOR'S PURPOSE	SUMMARISE	FIND AUTHOR'S PURPOSE	SUMMARISE
MAKE INFERENCES		MAKE INFERENCES		MAKE INFERENCES		MAKE INFERENCES	

MID LEVEL 4 / EARLY LEVEL 5	YEAR SEVEN AND EIGHT	STEP SEVEN	
ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	SELF MONITOR	MAKE CONNECTIONS
MAKE INFERENCES	MAKE PREDICTIONS	FIND AUTHOR'S PURPOSE	FIND AND ASSESS SOURCES OF INFORMATION
SUMMARISE			

# Level Four

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS	DEVELOP READING ATTITUDES AND BEHAVIOURS	ASK QUESTIONS
SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS	SELF MONITOR	MAKE PREDICTIONS
MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION	MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION	MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION	MAKE CONNECTIONS	FIND AND ASSESS SOURCES OF INFORMATION
FIND AUTHOR'S PURPOSE	SUMMARISE	FIND AUTHOR'S PURPOSE	SUMMARISE	FIND AUTHOR'S PURPOSE	SUMMARISE	FIND AUTHOR'S PURPOSE	SUMMARISE
MAKE INFERENCES		MAKE INFERENCES		MAKE INFERENCES		MAKE INFERENCES	



## Writing

### Why do we value this?

We believe that enabling children to write effectively means they are able to fully access the NZ Curriculum. We believe that authentic experiences are important for successful writing. We believe that enabling children to write effectively means they are able to fully access the NZ Curriculum, we believe that a balanced writing programme gives students the opportunity to access prior knowledge and use their own cultural knowledge and identity when sharing their ideas.

We believe it is important for students to:

Understand the purpose of writing and the audience they are writing for.

Use correct structures and language features.

Organise their writing appropriately.

Share their ideas.

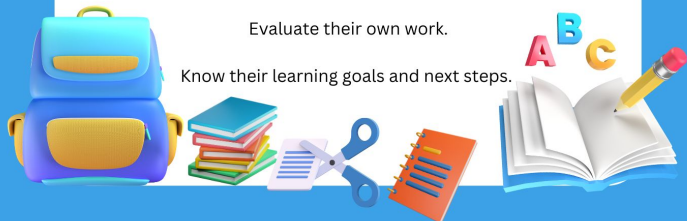
Use appropriate vocabulary.

Understand the rules of spelling and punctuation.

Proofread and edit their own work.

Evaluate their own work.

Know their learning goals and next steps.



## Writing

### How do we deliver an effective programme?

Our balanced writing approach focusses on the following:

Authentic Experiences

Writing workshops

Oral language activities

Opportunities to share writing with others

A variety of writing medium - Digital, Handwritten  
Opportunities to publish work

### What resources do we use?


To support us in our writing we use:

Literacy Hub resources  
Literacy Hub Goals

Assessment  
Anecdotal Evidence  
E-AsTLE Writing Samples  
PAT Writing  
The Code - Spelling  
NZ Handwriting  
Seesaw Learning Journal




LEVEL ONE BEG AND MID	YEAR 0/1	STEP ONE AND TWO	
IDEAS	SENTENCES AND PUNCTUATION	PHONICS AND SPELLING	STRUCTURE AND LANGUAGE FEATURES
VOCABULARY	PROOFREADING		


TERM ONE	TERM TWO	TERM THREE	TERM FOUR
			

# Level One

LEVEL ONE END	YEAR 2	STEP THREE	
IDEAS	SENTENCES AND PUNCTUATION	PHONICS AND SPELLING	STRUCTURE AND LANGUAGE FEATURES
VOCABULARY	PROOFREADING		


TERM ONE	TERM TWO	TERM THREE	TERM FOUR
			

LEVEL TWO BEG	YEAR 3	STEP FOUR	
IDEAS	SENTENCES AND PUNCTUATION	PHONICS AND SPELLING	STRUCTURE AND LANGUAGE FEATURES
VOCABULARY	PROOFREADING	PURPOSE AND AUDIENCE	ORGANISATION


TERM ONE	TERM TWO	TERM THREE	TERM FOUR
			

# Level Two

LEVEL TWO MID AND END	YEAR 3 AND 4	STEP FIVE	
IDEAS	SENTENCES AND PUNCTUATION	PHONICS AND SPELLING	STRUCTURE AND LANGUAGE FEATURES
VOCABULARY	PROOFREADING	PURPOSE AND AUDIENCE	ORGANISATION


TERM ONE	TERM TWO	TERM THREE	TERM FOUR
			

LEVEL THREE MID	YEAR 5 AND 6	STEP SIX	
IDEAS	SENTENCES AND PUNCTUATION	PHONICS AND SPELLING	STRUCTURE AND LANGUAGE FEATURES
VOCABULARY	PROOFREADING	PURPOSE AND AUDIENCE	ORGANISATION

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
			

# Level Three

LEVEL FOUR	YEAR 7 AND 8	STEP SEVEN	
IDEAS	SENTENCES AND PUNCTUATION	PHONICS AND SPELLING	STRUCTURE AND LANGUAGE FEATURES
VOCABULARY	PROOFREADING	PURPOSE AND AUDIENCE	ORGANISATION

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
			

# Level Four

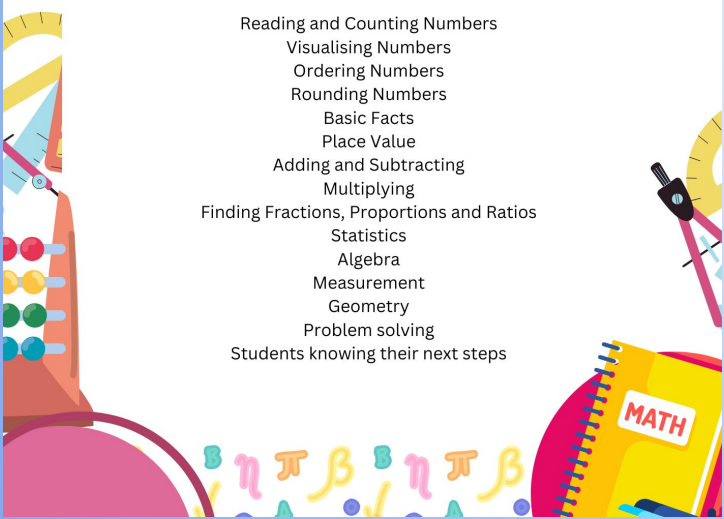


## Mathematics

### Why do we value this?

We believe that maths is a foundational learning area that is key to all learners' progress, achievement, wellbeing and participation. Learning maths supports students to develop their ability to think "creatively, critically, strategically, and logically. It provides intellectual challenge, requiring students to solve problems, predict outcomes, justify their ideas, and see things from other perspectives. Maths is also a tool that can be used in a wide range of situations at home, at school, and in the community. It opens doors to knowledge in learning areas such as science, technology, and social studies, helping students to be critical consumers of data.

We believe that a rich, balanced maths programme is important for all students and includes:



- Reading and Counting Numbers
- Visualising Numbers
- Ordering Numbers
- Rounding Numbers
- Basic Facts
- Place Value
- Adding and Subtracting
- Multiplying
- Finding Fractions, Proportions and Ratios
- Statistics
- Algebra
- Measurement
- Geometry
- Problem solving
- Students knowing their next steps



## Mathematics

### How do we deliver an effective programme?


In Maths we focus on:

- Questioning and Feedback
- Making thinking visible
- Big ideas across all strands
- Building procedural fluency
- Problem Solving
- Engaging in robust discussion
- Authentic Contexts
- Varied learning experiences
- Maths Workshops
- Working independently, in pairs and groups

### What resources do we use?

To support us in our maths we use:

- Maths Hub resources
- Maths Hub Goals
- Numicon
- Assessment
- Anecdotal Evidence
- Maths Hub Goals
- JAM
- Gloss
- PAT Maths
- Seesaw Learning Journal



LEVEL ONE	YEAR 0/1	STEP ONE AND TWO	
NUMBER	ALGEBRA	STATISTICS	GEOMETRY
MEASUREMENT			

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Read and Count	Visualise numbers	Read and Count	Visualise numbers	Read and Count	Visualise numbers	Read and Count	Visualise numbers
Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts
Add and Subtract	Create, continue and describe patterns and relationships	Add and Subtract	Create, continue and describe patterns and relationships	Add and Subtract	Create, continue and describe patterns and relationships	Add and Subtract	Create, continue and describe patterns and relationships
Carry out a statistical investigation		Carry out a statistical investigation		Carry out a statistical investigation		Carry out a statistical investigation	
Describe, sort and classify shapes and objects.	Measure and compare objects and events	Transform shapes and patterns	Describe positions, locations and directions				

# Level One

LEVEL ONE	YEAR 2	STEP THREE	
NUMBER	ALGEBRA	STATISTICS	GEOMETRY
MEASUREMENT			

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Read and Count	Visualise numbers	Read and Count	Visualise numbers	Read and Count	Visualise numbers	Read and Count	Visualise numbers
Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts
Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide
Create, continue and describe patterns and relationships	Carry out a statistical investigation	Create, continue and describe patterns and relationships	Carry out a statistical investigation	Create, continue and describe patterns and relationships	Carry out a statistical investigation	Create, continue and describe patterns and relationships	Carry out a statistical investigation
Describe, sort and classify shapes and objects.	Measure and compare objects and events	Transform shapes and patterns	Describe positions, locations and directions				



EARLY LEVEL TWO	YEAR 3	STEP FOUR	
NUMBER	ALGEBRA	STATISTICS	GEOMETRY
MEASUREMENT			

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Read and Count	Visualise numbers	Read and Count	Visualise numbers	Read and Count	Visualise numbers	Read and Count	Visualise numbers
Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts
Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide
Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios
Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions
Carry out a statistical investigation		Explain the likelihood and probability of events		Carry out a statistical investigation		Explain the likelihood and probability of events	
Describe, sort and classify shapes and objects.	Measure and compare objects and events	Add, subtract and multiply units of measurement		Transform shapes and patterns		Describe positions, locations and directions	

# Level Two

END OF LEVEL TWO	YEAR 4	STEP FIVE	
NUMBER	ALGEBRA	STATISTICS	GEOMETRY
MEASUREMENT			

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Read and Count	Round Numbers	Read and Count	Round Numbers	Read and Count	Round Numbers	Read and Count	Round Numbers
Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts
Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide
Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios
Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions
Carry out a statistical investigation		Explain the likelihood and probability of events		Carry out a statistical investigation		Explain the likelihood and probability of events	
Describe, sort and classify shapes and objects.	Measure and compare objects and events	Add, subtract and multiply units of measurement		Transform shapes and patterns	Identify, use and create nets	Describe positions, locations and directions	

LEVEL THREE	YEAR 5 AND 6	STEP SIX	
NUMBER	ALGEBRA	STATISTICS	GEOMETRY
MEASUREMENT			

# Level Three

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Read and Count	Round Numbers	Read and Count	Round Numbers	Read and Count	Round Numbers	Read and Count	Round Numbers
Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts
Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide
Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios
Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions
Carry out a statistical investigation		Explain the likelihood and probability of events		Carry out a statistical investigation		Explain the likelihood and probability of events	
Describe, sort and classify shapes and objects.	Measure and compare objects and events	Add, subtract and multiply units of measurement	Transform shapes and patterns	Draw or make objects from different viewpoints	Describe positions, locations and directions	Identify, use and create nets	

# Level Four

LEVEL FOUR	YEAR 7 AND 8	STEP SEVEN	
NUMBER	ALGEBRA	STATISTICS	GEOMETRY
MEASUREMENT			

TERM ONE		TERM TWO		TERM THREE		TERM FOUR	
Read and Count	Round Numbers	Read and Count	Round Numbers	Read and Count	Round Numbers	Read and Count	Round Numbers
Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts	Order Numbers	Basic Facts
Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide	Add and Subtract	Multiply and Divide
Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios	Know Place Value	Find Fractions, Proportions and Ratios
Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions	Create, continue and describe patterns and relationships	Write and solve operations and expressions
Carry out a statistical investigation		Explain the likelihood and probability of events		Carry out a statistical investigation		Explain the likelihood and probability of events	
Describe, sort and classify shapes and objects.	Measure and compare objects and events	Add, subtract and multiply units of measurement	Transform shapes and patterns	Draw or make objects from different viewpoints	Describe positions, locations and directions	Identify, use and create nets	



## Technology

### Why do we value this?

We believe it is important for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers.

Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

### How do we deliver an effective programme?

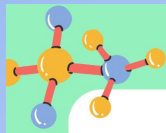
In Technology we focus on:

- Exploring stories and experiences from the students' heritage
  - Exploring Aotearoa New Zealand's rich cultural environment
  - Exploring contemporary examples of technology
  - Developing Key competencies
- Year 7 and 8 Technology Programme - HHS

### What resources do we use?

To support us in Technology, we use:

- NZ Curriculum
- Seesaw Learning Journal



## SCIENCE

### Why do we value this?

We believe a balanced Science programme is essential in helping students investigate, understand and explain our natural world, physical world and the wider universe.

We believe a balanced Science programme helps students to practice robust Inquiry Skills and helps them to understand big concepts and themes, gather knowledge and use scientific thinking to create exciting outcomes.

### How do we deliver an effective programme?

In Science we focus on:

Opportunities to use the Scientific Method of Investigation.

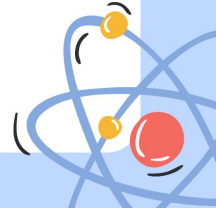
This enables students to:

- Define a question
- Make predictions and create a hypothesis
- Gather Data through fair testing
- Analyse data
- Discuss results and draw conclusions
- Share feedback
- Present experiments

### What resources do we use?

To support us in Science, we use:

- House of Science Kits
- Inquiry Cycle
- Assessment Matrices
- Seesaw Learning Journal



## Social Sciences

### Why do we value this?

We believe it is important that students understand the big picture, gain knowledge and make informed decisions about how societies work and how people can participate as critical, active, informed citizens. The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

### How do we deliver an effective programme?

In Social Sciences we focus on:

- Exploring past, present and future contexts
- Exploring New Zealand and beyond
- Using Inquiry skills
- Working independently and collaboratively

### What resources do we use?

To support us in Social Sciences, we use:



NZ Curriculum  
Aotearoa New Zealand Histories  
Seesaw Learning Journal





# The Arts

## Why do we value this?

We believe that learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students' personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased.

## How do we deliver an effective programme?

Our Arts programme focusses on the following:

Giving students an opportunity to experience all forms of Art -

Dance - Kapa Haka, Cultural dance

Drama - Role play, Production

Music - Choir, Jubilate, Learning instruments

Visual Art - All medium

## What resources do we use?

NZ Curriculum

Kapa Haka Online

Pasifika / Filipino tutors

Choir teacher

Visual Art Supplies

(Dye, paint, pastel, crayon, clay, coloured paper)

# Assessment For Learning

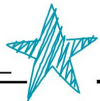
## Why do we value this?

At St Bernadette's, we know that Assessment for Learning is essential. Assessment for Learning (AFL) is an educational approach that involves gathering and using information about students' knowledge, skills, and understanding to inform and improve the learning process. The primary purpose of AFL is to provide timely and constructive feedback to students, helping them understand their strengths and areas for improvement. It empowers students to take an active role in their own learning journey and enables teachers to adapt their instructional strategies accordingly.

## How do we ensure an effective practice?

We ensure effective practice by adhering to the Key principles of Assessment for Learning

1. Formative in nature: AFL is predominantly formative, meaning it occurs throughout the learning process rather than at the end. It focuses on providing ongoing feedback and support to enhance learning.
2. Student-centred: AFL emphasizes involving students in the assessment process, encouraging them to self-assess and set learning goals. It aims to foster a growth mindset and intrinsic motivation.
3. Feedback and self-assessment: High-quality feedback is central to AFL. It should be specific, actionable, and related to learning objectives. Self-assessment encourages students to reflect on their own progress and identify areas for improvement.
4. Multiple assessment methods: AFL employs various assessment techniques, such as quizzes, discussions, projects, peer assessments, and observations, to gain a comprehensive understanding of a student's progress and learning style.
5. Targeted instruction: Based on the assessment data, teachers can tailor their instruction to address the individual needs of students, differentiating the learning process as necessary.
6. Mistakes as opportunities: AFL views mistakes as learning opportunities rather than failures. Students are encouraged to learn from their errors and use them to improve their understanding.
7. Classroom culture: A supportive and non-judgmental classroom culture is essential for effective AFL. It creates an environment where students feel comfortable asking questions and seeking help.



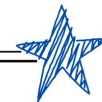
# Assessment For Learning

## What are the benefits?

We believe that the benefits to Assessment for Learning are:

1. Improved learning outcomes: Students who receive regular, constructive feedback tend to make more significant progress and achieve better learning outcomes.
2. Increased student engagement: Involving students in their learning process enhances their engagement and responsibility for their academic progress.
3. Targeted instruction: Teachers can adjust their teaching strategies based on real-time assessment data, ensuring that students receive the support they need.
4. Enhanced teacher-student communication: Regular feedback and open communication between teachers and students strengthen the learning partnership.
5. Identifying learning gaps: AFL helps teachers identify areas where students may be struggling and allows for timely intervention.
6. Supporting diverse learners: With a range of assessment methods, AFL accommodates various learning styles and abilities.

Overall, Assessment for Learning promotes a growth-oriented educational environment, fostering continuous improvement and a deeper understanding of subject matter for both students and teachers.



# Assessment Schedule

## Diagnostic / Summative Assessment



ASSESSMENT DATA TO BE COLLECTED AND ENTERED INTO HEROJ				
	Term 1	Term 2	Term 3	Term 4
Yr 3-8	Wk 4 - STAR			
Yr 3-8	Wk 4 - PAT Maths			Wk 4 - PAT Maths
Yr 4-8	Wk 4 - PAT Reading Comp			Wk 4 - PAT Reading Comp
Lvl 1-18	Wk 6 - Running Record - minimum 1x term	Running Record - minimum 1x term	Running Record - minimum 1x term	Wk 5 - Running Record - minimum 1x term
Lvl 18 and above	Wk 6 - Probe	Probe <i>- Is needed for those above expected levels - Must be done for ALL priority learners</i>	Probe <i>- Is needed for those above expected levels - Must be done for ALL priority learners</i>	Wk 5 - Probe
Yr 4-8	Numeracy Stage - IKAN		Numeracy Stage - IKAN	
Stages 1-5	Wk 6 - Numeracy - JAM		Numeracy JAM - updated	Wk 5 - Numeracy JAM - updated
	GLOSS (any new children within 3 wks of starting)			
Yr 1-8	Wk 5 - Easle Writing		Wk 9 - Easle Writing	
Yr 1-8		Reports - Checked by Team Leader Wk 7 - Checked by Principal Wk 8 - Sent home Wk 9		Reports - Checked by Team Leader Wk 7 - Checked by Principal Wk 8 - Sent home Wk 9
Yr 1-8	Three Way Conferences - Goal Setting		Three Way Conferences	

## Formative Assessment

