



Curriculum Delivery

Birkdale Intermediate School

2021

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Birkdale Intermediate School Curriculum Delivery Plan

At Birkdale Intermediate School we have spent time developing a curriculum delivery model that engages emerging adolescents, differentiates for needs and strengths and is taught by teachers who are passionate about the curriculum subject that they are teaching.

We keep class sizes small. Our current groupings are mixed ability composite classes of up to 25 students in each. Each whānau class stays together all day for each of the curriculum areas. They see their whānau teacher in the mornings and spend each afternoon with this teacher. The programme for Mondays to Friday is made up of 5 blocks of 60 minute timeslots per day dedicated to each curriculum area. Coverage of all curriculum areas is well timetabled to ensure all areas are well covered and all students participate in every area of the curriculum.

Subject teaching allows teachers to become experts in one curriculum area. As an expert in a subject, the expectation is that all teachers know their curriculum area well, are familiar with all resources, assessment tools and teaching methods to engage students in their area of expertise. Combining their knowledge of the subject with a smaller class size ensures that all students are taught at their current level and that teachers are able to group accordingly to meet individual differences in learning styles and abilities.

Learning is visible and assessment tasks are planned to inform staff and students about what is next to be learned. Students are encouraged to talk about what they need to learn, how they will be learning it, how they will know if they have learnt it and why these skills are relevant. Parents are kept informed about progress and next steps through regular reporting and conferencing with teachers.

The intermediate years are 2 years where students can try many new activities from the arts to sport to technology. We encourage maximum participation and offer a wealth of activities outside the curriculum. However, our goal is to prepare students to transition smoothly into College so we prioritise the teaching and learning of numeracy and literacy. We have additional staff to support learning in these areas and these subjects are taught four times a week. We identify students who have gaps in their learning and provide additional teaching to accelerate their progress. We spend time ensuring students with exceptional ability in these areas are given opportunities to progress and widen their depth of knowledge.

Our Graduating Profile outlines our clear expectations for where we want our students to be at the end of their time at Birkdale Intermediate School. We have planned a curriculum delivery model that will ensure they have every opportunity to succeed and to have a quality education in a caring environment.

Our Vision

Providing a Quality Education in a Caring Environment

Mā te manaakitanga te kounga o te mātauranga e whanake

Our Values

Belonging – Whanaungatanga

Enthusiasm - Rikarika

Selflessness - Maanakitanga

Team Work – Mahi Tahī

Our Priorities

- To deliver a curriculum that is relevant, culturally responsive and differentiates to meet the needs of emerging adolescents
- To ensure the learning environment is safe for all and has a strong focus on wellbeing and school values
- To live our school vision and kaupapa
- To transition students from primary to secondary education through engaging them in learning opportunities that develop the whole person

Our Graduating Profile

Students graduating from Birkdale Intermediate School will be confident, engaged learners who are able to articulate who they are, where they come from and what their values are. They will be future focussed learners who set SMART goals, strive for excellence to achieve their goals and have developed resilience and well-being skills that allow them to cope with any setbacks. They will demonstrate an ethic of care for self, others and the environment.

Graduating students will be connected to and have a curiosity for the global environment and embrace diversity. They will be well rounded in their interests and demonstrate the competencies of contributing, participating, relating to others and managing self. They will be numerate and literate at a level appropriate to their age and have an awareness of their learning style and next steps. Our graduating students will be proud Treaty citizens who contribute to the well-being of Aotearoa.

Health and Physical Education at Birkdale Intermediate School

Health and Physical Education (PE) at Birkdale Intermediate School teaches students to be active participants in the community and environment that they live in. A goal is to enhance their physical health and develop motor skills. We place an emphasis on participation and contribution while imparting knowledge of life skills, from healthy living to outdoor education.

Across their 2 years we ensure that students are given an array of opportunities to develop in all of the key areas of learning. We provide a programme that links to other curriculum areas, with opportunities to engage in critical thinking, as well as self and peer reflection.

Health and physical education at Birkdale Intermediate School allows all students to develop their understanding of themselves and what they are capable of in a caring environment. Students are encouraged to participate regardless of their sporting ability. We structure lessons to allow an entry level for all students. By providing opportunities for all abilities, student engagement is increased.

In Food and Nutrition, students will examine the influence of food and nutrition in relation to the physical, social, mental, emotional and spiritual dimensions of hauora. The aim is to give students an understanding of the importance of food choices, food preparation, and eating patterns. They will learn the cultural significance of food knowledge, understandings, and skills for selecting and preparing food as well as of the costs associated with buying food to meet nutritional needs on a limited budget.

The New Zealand Curriculum contains four underlying concepts which are Hauora – a Māori philosophy of well-being, Attitudes and values – a positive, responsible attitude towards their personal well-being, the socio-ecological perspective – a way of viewing and understanding the interrelationships with others and society, Health promotion – a process that helps to develop and maintain supportive physical and emotional environments.

These are intertwined with four strands - Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People, and Healthy Communities and Environments.

Each week students have two PE lessons totalling 2 hours with a specialist PE teacher. They will complete 1 health lesson a week and 1 Block Sport session a week with their whānau teacher and 2 terms (2 hours per week) looking at Food and Nutrition.

What does Health and PE look like at Birkdale Intermediate School?

	In Class Opportunities (2 x PE, 1 x Health, 2 x Food and Nutrition – over 2 terms) 60 minute sessions.	Extra-Curricular Opportunities
Health	<ul style="list-style-type: none"> • Understand Hauora and well being • Discover cultures from around the world, and find similarities and differences from our own. • Develop mindfulness techniques • Understand my role in society and how my actions impact the community I live in. • Develop healthy relationships with peers. 	<ul style="list-style-type: none"> • Camp • EOTC • Kapa Haka • Pacifika
PE	<ul style="list-style-type: none"> • Block Sport • Skill focused lessons - developing sport specific skills before applying new found skills to game situations. • Collaborate with peers • Communicate with peers • Learning aquatic skills • Develop Striking & fielding skills through a variety of different sports • Improve fitness by completing a fitness session at the beginning of each lesson • Learn what makes us healthy and the advantages exercising • Training for a purpose, cross country, athletics etc. • Athletics Skills - jumping, throwing, running, balance. • Develop Spatial awareness, Attacking & defending space. 	<ul style="list-style-type: none"> • Dance Sport • Cheerleading • Dance Club • Sports Camp • Athletics day • School Swimming Sports • School Athletics Day • Cross country • Beach Haven Fun Run • Lunchtime interclass sport • Cycling • Training sessions with Birkenhead College • Inter School zone days: <i>Athletics, Badminton, Basketball, Cricket, Dance Sport, Football, Futsal, Golf, Gymnastics, Hockey, Netball, Orienteering, Rugby, Rugby League, Softball, Swimming, Table Tennis, Tag, Touch Rugby, Volleyball, Water polo.</i> • Weekly interschool sports: Basketball Water polo Netball Hockey
Food and Nutrition	<ul style="list-style-type: none"> • Learn practical cooking skills • Participate in and contribute to food preparation practices successfully and safely at a personal level and as a shared responsibility. • Create a recipe book including some of their own creations. • Create visual resources to inform others of useful and informative cooking/kitchen tips. (measurements, possible hazards, māori translations, health and safety requirements) • Co-create, prepare and present a dish using specific ingredients 	

Health and Physical Education Overviews

Term 1 and 4 (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Health	Whānau Classes		Body Care and Cultural awareness Strands – Personal growth and development, Identity, sensitivity, and respect, Safety management, Science and technology							
PE	Whānau Classes		Striking and Fielding and Athletic Skills Strands – Regular physical activity, Positive attitudes, Movement skills, Relationships							
Food and Nutrition	Whānau Classes		Understanding nutritional information and Cultural food practices Strands – Personal identity, Challenges and social and cultural factors, Identity, sensitivity, and respect, Science and technology. Personal health and physical development Health and safety (visual lang), nutrition, basic food preparation, recipe books							

Term 2 and 3 (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Health	Keeping Ourselves safe and Well being Strands – Societal attitudes and values, Challenges and social and cultural factors, Personal growth and development									
PE	Attacking and Defending and Movement - Net, wall and target games Strands – Regular physical activity, Positive attitudes, Movement skills, Relationships									
Food and Nutrition	Understanding nutritional information and Cultural food practices Strands – Personal identity, Challenges and social and cultural factors, Identity, sensitivity, and respect, Science and technology. Personal health and physical development Health and safety (visual lang), nutrition, basic food preparation, recipe books									

Cross Curricular Opportunities in Health and Physical Education

Literacy: Develop effective communication skills, understand how language can shape their lives, develop a sense of identity and understand the world around them, receive, process and present ideas.

Mathematics: Thinking creatively, problem solving, developing thinking skills, exploring patterns and relationships, exploring space and time, position and movement.

Science: Making observations, detailed drawings, testing ideas, communicating with others and problem solving. Human Biology.

Social Sciences: Understanding our communities, engaging in social issues, learning about people, places and culture, clarifying their own identities.

Te Reo: Develop the link between people and our heritage, explore beliefs and cultural practises, increase cultural understanding, acquire knowledge, skills and attitudes towards others, and develop effective communication techniques. Understand Hauora and the cultural belief around the four pillars.

The Arts: Development of practice skills, the use of space and an awareness of one's body and how it moves.

Assessment in Health and Physical Education

Self-Reflection: Throughout each lesson, whether they are learning new skills in PE, playing a game or creating a meal in food and nutrition, students are encouraged to critically reflect on what they are doing. Using a success criteria they have co-constructed with their teachers, students are encouraged to assess themselves on a variety of skills, ensuring that they give themselves praise for the excellent work they have done in developing the key skills expected for each area.

Teacher Feedback: Throughout the learning process teachers provide support and encouragement during each lesson. Teacher feedback is given throughout the learning as well as summatively at the end of a unit of learning.

Reporting to Parents and Whānau: Students will be given a report twice a year. The report at the beginning of the year will relate to the key competencies and their attitude towards Health and Physical Education. The end of year report assesses students against the New Zealand Curriculum.

Health and PE and our Graduating Profile

At Birkdale Intermediate School our aim is that after spending two years following our Health and PE programme; students will have developed their understanding, skills, and attitudes needed to maintain and enhance personal health and physical development and sportsmanship. They will have developed motor skills, an understanding of movements, along with a positive attitude towards physical activity.

Additionally, they will have gained the skills and attitudes that enhance interactions and relationships with others. Students will also develop the ability to create healthy communities and environments by being active participants.

Literacy at Birkdale Intermediate School

“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.”

- The New Zealand Curriculum, Ministry of Education (2007), p.18

In our BIS Literacy Department we provide 'A *quality education in a caring environment*' with a focus on individual pathways of our ākonga. We have high expectations for all of our learners and value the uniqueness and knowledge that each student brings to our learning community. We encourage our students to support each other along their pathway to success.

At Birkdale Intermediate School, teachers lead the creation of a positive and supportive learning environment, supporting students in risk-taking and growing by making mistakes. It is a print-rich and student-centred environment where all teachers work towards clear learning goals for students, understand how to achieve them, and consistently share this knowledge with students. Programme planning is driven by the strengths, needs and interests of students (gathered through use of appropriate assessment tools, student voice and teacher judgments), as well as the progressions outlined in the New Zealand Curriculum.

Birkdale Intermediate School students have five 50-minute dedicated literacy sessions a week. Two of these sessions are with their specialist reading teacher, two are with their writing teacher, and one session is conducted in the library. In addition, we emphasise the integration of literacy into all subjects, and all teachers consider themselves literacy teachers. Literacy teachers at Birkdale Intermediate School spend a great deal of time building relationships with and getting to know each student in their classes to provide a programme that is flexible and responds to the changing needs of the children through their strengths, interests and passions. Students are provided daily opportunities to read and write independently. They also work in groups for instructional lessons according to reading levels, ability, interest or contextual need. These flexible groups are reviewed according to teacher assessment and observation. Ongoing coverage of the achievement objectives is delivered according to class needs and individual needs. The teaching of processes and strategies is the focus of our literacy programme, including deliberate acts of teaching that are intentional, explicit, purposeful and meaningful. Learning objectives, relevance and success criteria are shared, and students can self- and peer-assess against these. Students gain knowledge of reading and writing strategies, and are guided to practise these in a timely manner through multiple relevant activities.

Teachers at Birkdale Intermediate School hold and demonstrate a positive attitude toward the teaching and learning of literacy and communicate high expectations for student achievement. It is expected that all students can make positive progress in literacy. We recognise that not all students learn at the same pace and we provide support through both human resources and digital tools, to enhance learning and share and assess progress. We incorporate a wide range of quality tasks and games into programmes to support the teaching and learning of literacy. Literacy classrooms contain a range of rich texts and samples of great writing, including Ministry of Education exemplars and Birkdale Intermediate School examples of quality writing.

We aim to accelerate learning and raise achievement for every student through our focus on each student's strengths and the use of our pedagogical knowledge to build on those strengths. In addition, our teacher aides work together with teachers in the classrooms to support our target students and provide extension as required. In the Literacy team, we make use of staff strengths when considering our target and extension teaching and learning, and professional development is specifically chosen based on how we can best support our struggling students. A school-wide programme is also used in both reading and spelling to support our target students.

What does Literacy look like at Birkdale Intermediate School?

	In Class Opportunities	Extra-Curricular Opportunities
Reading & Writing	<ul style="list-style-type: none"> • Read aloud quality texts • Guided, Shared, Reciprocal teaching, Language experience and 'reading to' • Spelling Under Scrutiny whole school wide programme • Exploring books and genres in literacy class libraries • Students use books, computers, dictionaries, and word walls, as well as teachers and peers for assistance. • Classrooms labelled with words and pictures everywhere so that students constantly connect written language with the things they represent. • Students using calendars, schedules, signs, and directions to see how words can be used everyday • Teachers facilitating language and literacy exploration with games and activities that students can use one-to-one, independently, or with peers • Independent and directed activities to enhance understanding of concept of print and word, linguistic and phonemic awareness, and vocabulary development • Independent and guided reading workshops • Independent and guided writing workshops • Self-selected reading • Read to someone, tuakana- teina • Whole-group (whole-class) instruction • Differentiated small-group instruction • Independent student work in both reading and writing • Modelled Interactive Read-Aloud/ Modelled Writing (whole-group) • Shared Reading and Writing (whole-group) • Guided Reading and Writing (small-group) • Independent Reading and Writing (small-group/individual) • Word Study (whole-group and small-group, integrated with reading and writing) • Focused Instruction: I Do, Guided Instruction: We Do, Collaborative Learning: You Do Together, Independent Learning: You Do Independently 	<ul style="list-style-type: none"> • Book Fair Week • Writer's Festival • Rehu Tai Festival • Kids Lit Quiz • Kaipatiki Short Film • Book Battle • Birkdale Intermediate School Book Fair • Book Week Opportunities • Librarians • Young New Zealand Writers Competition • B.A.D. Reading Night (Boys And Dads) • Afterschool use of the library • Production writing • Te Ara Tika

Oral Language	<ul style="list-style-type: none"> • Classroom, group and partner discussions • Speeches: speaking and listening skills • Sharing reading and writing with peers and whole class • Performing and presenting plays • Reader's Theatre, Role play, Hot seating • Frequent reading aloud to students • Shared reading • Extending vocabulary and conceptual Knowledge • Asking questions • Retelling stories • Dictation • Engaging in conversational-style speaking • Debating • News reports • Cooperative learning groups • Guest speakers 	
Visual Language	<ul style="list-style-type: none"> • Handwriting • Creating static images e.g. advertisements, posters, newspapers, magazine design etc • Creating moving images e.g. video response, short films • Creating illustrations, photographs and diagrams, captioning photographs to support written work and show comprehension of texts • Inferring from illustrations and photographs • Interpreting information from images • Visualising opportunities for decoding meaning • Multi-modal comparisons e.g. book vs movie • Non-verbal communication opportunities • Drawing scenes for imagined narratives • Acting skills to perform narratives • Using visual imagery to create descriptive literacy work 	

Literacy Overviews

Term 1 (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	Whānau Classes		Introduction to Literacy	Self-Monitoring and Clarifying		Building Vocabulary Knowledge		Activating Prior Knowledge		
Writing	Whānau Classes			Poetry			Narrative			
Oral & Visual Language	Whānau Classes			Oral Language						

Term 2 (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	Prediction and Re-prediction			Inference				Questioning, Asking and Answering Questions		
Writing	Persuasive				Instructional				Retell and Recount	
Oral & Visual Language	Oral Language					Visual Language				

Term 3 (Even Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	Making Connections to Prior Knowledge					Visualisation				
Writing	Description: Character and Setting					Explanation				
Oral & Visual Language	Oral Language					Visual Language				

Term 4 (Even Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	Summarising, Retell and Paraphrasing					Synthesising				
Writing	Inform/Report					Letters and Poetry				
Oral & Visual Language	Oral Language					Visual Language				

Cross Curricular Opportunities in Literacy

Health and PE: Developing knowledge through reading, research and discussion to maintain and enhance personal wellbeing and physical development • communicating skills, knowledge and understanding about movement, positive attitudes towards physical activity • reading and comprehending of rules for various sports and fitness activities • confidently interacting and communicating with others to build relationships in a sporting environment • following instructions and methods for sports and maintaining a healthy diet • interpreting visual instructions • communicating effectively as an umpire and/or sports leader • analysing and interpreting fitness data and information • goal setting •

Mathematics: Accessing and developing understandings of mathematical vocabulary • using oral language skills to confidently share and express rich mathematical thinking • reading mathematical texts and interpreting the information • recording of problem solving • explaining mathematical mistakes and sharing valuable thinking • explaining concepts • designing mathematical investigations • interpreting graphs and diagrams • designing data collection methods and communicating findings • using effective language to describe patterns and relationships •

Science: • using and understanding topic specific vocabulary • making and reviewing predictions • making connections and recognising relationships • exploring the science literature such as eyewitness books to gain greater knowledge about concepts • evaluating and recording information • recording methods, reports, captions and diagrams • analysing, comparing and contrasting, making connections and activating prior knowledge related to concepts and topics •

Social Sciences: Communicating and receiving ideas and information • understanding how other cultures communicate orally and visually • interpreting infographics • asking questions and researching answers to these • compare and contrast values and perspectives • critically thinking about relevant issues, social action • reflecting and evaluating personal understandings and confidently responding using written and or visual language • confidently clarifying content specific vocabulary •

Te Reo: Understand important skills and concepts • engaging in socio-cultural content relevant to students' lives • ability to transfer knowledge of language structure such as grammar, vocabulary and features of different text types • communicating and responding with confidence • recite traditional songs, chants and karakia with confidence • effectively communicate obligations and responsibilities through conversational exchanges • sharing proverbs and explaining their meaning •

Technology: Understanding data and comprehending information to create outcomes • analysing, evaluating and presenting digital information • creating and designing original content • using visual communication to conceptualise and develop design ideas • confidently present design ideas • accessing and developing understandings of topic specific vocabulary • creating step-by-step instructions • predicting outcomes •

The Arts: Developing visual literacy through communicating ideas • creating scripts • lyric writing • using subject specific vocabulary • communicating effectively through spoken and written language with increasing control and confidence • developing literacies in music as they listen and respond, sing and play instruments • creating and improvising • reading symbols and notations • recording sound and music works - analysing and appreciating music • interpreting messages in static and moving artworks •

Assessment in Literacy

Self-Reflection: Students need to have opportunities to self and peer assess and discuss their reading and writing with each other. Students are consistently actively engaged in learning and assessment through self-reflecting during all literacy work. Students are questioning, being reflective, and evaluating throughout the learning process to produce quality work based on clear outcomes of what is expected. Students are encouraged to identify positive aspects of their work and an area they want to improve on next time. Explicit goals and expectations for activities are shared and articulated by children.

Teacher Feedback: Effective feedback enhances student learning and achievement. Teacher feedback can be oral or written and is always linked to the learning goal and success criteria, illustrative of what the students can do and suggest 'next learning steps'.

Reporting to Parents and Whānau: Students in literacy will be assessed against the New Zealand Curriculum levels and reporting will be completed in accordance with these levels. Assessment practice will be formative, diagnostic and summative and information gathered will be used to ensure teaching is differentiated, progress is consistent with expectation, and next steps and learning support are provided. Students will receive a written report for Literacy twice throughout the year. In addition, assessment results and any areas of concern will be shared with whānau directly each term. Early identification of needs will be shared with parents and support given for home learning programmes.

Literacy and our Graduating Profile

Birkdale Intermediate Graduates will be effective, confident and engaged communicators across the curriculum, developing literacy skills as future focussed learners by making meaning of ideas (listening, reading, and viewing) and creating meaning for themselves and others (speaking, writing, and presenting). Our students will have sufficient literacy skills to confidently understand next steps of learning and participate in new learning activities. They will write legibly with fluency, accuracy and speed and enjoy language and texts.

Our graduates understand how language works and know how to choose and use language and forms appropriate to the purpose and audience. Our Birkdale Intermediate Graduates challenge themselves as literacy learners and will be able to make and create meaning at both a surface and deeper level and use literacy as a vehicle to develop critical thinking. They will be able to develop, use and apply processes and strategies to increasingly sophisticated and challenging texts and tasks. Our graduating students will be independent and self-regulated literacy users.

“Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.”

- The New Zealand Curriculum, Ministry of Education (2007), p.18

Mathematics at Birkdale Intermediate

In our BIS Numeracy Team we provide 'A quality education in a caring environment' with a focus on the individual pathways of our students. Maths can often be a subject where some students have either lost their confidence or have a mental block. Whilst other students relish mathematical activities and welcome a challenge. We differentiate our teaching to cater for the mathematical needs of all students so that they are confident, enthusiastic mathematical lifelong learners.

One way we can encourage students' engagement and motivation, within the classroom, is through games and rich learning tasks. Games provide opportunities for practice and allow students to deepen their understanding, communication, by stimulating mathematical discussions, and reasoning. All of these are skills needed in life. We have a strong teaching focus on the relevance of maths in everyday life.

Mathematics is broken into three main areas: Number & Algebra, Geometry & Measurement and Statistics. Number & Algebra takes up sixty percent of each term and the other strands are divided between the remaining time (see Year Overview).

Number & Algebra includes calculating and estimating using appropriate material, written, mental or machine calculation methods (using a calculator) in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra also involves generalising and representing the patterns and relationships found in numbers, shapes and measures.

Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement.

Measurement involves quantifying the attributes (features) of objects using appropriate units and instruments. It also involves predicting and calculating rates of change.

Statistics involves identifying problems that can be explored by the use of appropriate data designing investigations, collecting data, exploring using patterns and relationships in data, solving problems and communicating findings. Statistics also involves interpreting statistical information, evaluating data based arguments and dealing with uncertainty and variation.

At BIS we place a big emphasis on Number Knowledge. This is mathematical knowledge that they should just know without having to work the answers out. Included is a Number Knowledge Continuum that shows what students in Year 7 & 8 should automatically know. Please take some time to look over this and talk with your children about which skills they can confidently do and which skills they could start working on learning.

What does Mathematics look like at Birkdale Intermediate School?

	In Class Opportunities (4 x 60 minute sessions per week)	Extra-Curricular Opportunities
Number and Algebra	<ul style="list-style-type: none"> • Up to date NZ Curriculum math exercise books • A range of computer games and learning experiences to consolidate learning • Hands on math games that encourage math language • Range of in class materials to support new learning • Rich learning tasks that promote healthy discussions • "Hands On" tasks that help develop skills • Maths that is based on real-life experiences • A range of independent, small group and whole class experiences • Differentiated learning to suit the needs of individuals • Mixed ability learning (learning from each other) • Passionate teachers and teacher aides • A range of different experiences throughout a lesson (teacher workshop, group work to consolidate learning, games (computer and physical games) • External math support (ASB Financial Literacy) • Birkenhead College visits 	<ul style="list-style-type: none"> • Chefs for Compassion • Science Fair • Mathex • Otago Problem Solving • Orienteering • Birkenhead College school math extension • Afterschool maths tuition
Geometry and Measurement		
Statistics		

Mathematics Overviews

Odd Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Number Knowledge (Place Value, Ordering and Sequencing, Fractions and Basic Facts)									
Term 1	Whānau Classes		Measurement Time			Number and Algebra (Goes to Week 11) Additions and Subtraction of whole numbers and decimals				
Term 2	Number and Algebra Multiplication and Division of whole numbers and decimals						Measurement Angles/Perimeter/Area			Financial Literacy
Term 3	Number and Algebra Fractions, Decimals and Percentages Proportions and Ratios						Geometry Transformation		Geometry Shape	
Term 4	Number and Algebra Patterns and Relationships					Geometry and Measurement Position and Orientation				

Cross Curricular Opportunities in Mathematics

Health and PE: Using measurement and area, problem solving, reading statistics and percentages, probability, addition and subtraction of sports points, exploring space and time, position and movement.

Literacy: Reading of word problems in maths and helping to understand mathematical vocabulary, being able to describe and explain their thinking about math problems, interpreting graphs, tables and diagrams.

Science: Statistical Investigations work alongside Science Fair helping students understand the mathematics and being able to read and interpret data.

Social Science: Reading and understanding the language of graphs and statistics to gain a greater understanding of the world around them

Te Reo: Linking of the two languages through numbers and the way the numbers are communicated, learning shapes and directions in te reo.

The Arts: The geometry of shape and symmetry as well as perspective and proportions, in Visual arts, space and time and pattern, rhythm and counting is especially useful in art as is the language of movement for performing arts.

Assessment in Mathematics

Self-Reflection: At every stage of their journey students are encouraged to self-monitor and be reflective learners. Students have a vital role to play in taking responsibility for their own learning, and in supporting the learning of their peers. This means that students should be regularly questioning their own understanding and seeking assistance when needed.

Teacher Feedback: Specific, descriptive feedback is necessary for student improvement and success. It is critical in closing the gap for students. Feedback takes the form of written and oral and is always linked to the learning goal and success criteria. We use standardised testing such as PAT's, Gloss testing and IKAN tests to determine progress and next steps for learning.

Reporting to Parents and Whānau: Students in mathematics will be assessed against the New Zealand Curriculum Levels and reporting will be in accordance with the National Curriculum Levels. Students will receive a written report twice a year indicating your child's curriculum achievement level for mathematics. Reporting will be in plain language that is easy for parents and students to understand. By the end of Year 8, students should be working at Level 4 of the New Zealand Curriculum and Stage 7 for number knowledge and strategy. Early identification of students with needs will be shared with parents and home learning programmes offered.

Mathematics and our Graduating Profile

Through Mathematics we aim to develop confident and engaged learners who will have developed the skills necessary to be confident, literate math learners who are able to use their knowledge as their own lives progress beyond their schooling. They will be well rounded in their interests and demonstrate the competencies of contributing, participating, relating to others and managing self. Students will be aware of how they learn and be able to determine their next learning steps. Our graduating students will be proud Treaty citizens who contribute to the well-being of Aotearoa.

Science and Social Science at Birkdale Intermediate School

At Birkdale Intermediate School our Science and Social Science programmes are designed to encourage our students to become global citizens by investigating and gaining knowledge to understand and explain our natural, physical world and wider universe. We also look to explore the human aspect, how societies work past and present, our impact on the world around us and learn how we can participate in society responsibly in New Zealand and beyond.

Here at Birkdale Intermediate School, we are passionate about delivering a highly engaging Social Science curriculum based on current and historic events that our students can clearly relate to. We choose one overarching social concept per term and carefully select two to three Achievement Objectives (AO) from the New Zealand Curriculum (NZC) to specifically address during the unit. We seamlessly weave these concepts into our programmes and all the NZC AOs are repeatedly covered over a 2 year cycle. We focus on student voice and expertise in the classroom and value collaborative learning. We also recognise the need to be responsive to current events and have the flexibility to address unfolding events in real time, while continuing to focus on the NZC.

In Science we place an emphasis on the five capabilities to help explain the application of science to our world and incorporate the four strands of science; the physical world, planet earth and beyond, the living world, and the material world from the NZC. We develop our students' understanding of science using the 5 capabilities. These capabilities are gathering and interpreting data, using evidence, critiquing the evidence gathered, interpreting representations and engaging students in science.

In the Science and Social Sciences we use a range of learning experiences, tailored to our diverse Birkdale community, which provide our students with opportunities to engage in critical thinking and self and peer reflection in a caring environment. We encourage our students to clarify their concepts, correct misconceptions, and introduce scientific terminology to ensure our students are well prepared for what the future may hold. To deliver our programmes, we use a wide range of highly engaging teaching resources, including StileApp, tailor-made websites and digital resources, carefully curated films, and cooperative games. Our goal is for all students to have a positive experience in the social sciences that engages them and develops a lifelong curiosity.

"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."

-The New Zealand Curriculum, Ministry of Education (2007), p.30

What does Science and Social Science look like at Birkdale Intermediate School?

	In Class Opportunities (2 x 60 minute Science sessions per week) (1 x 60 minute Social Science session per week)	Extra-Curricular Opportunities
Science	<ul style="list-style-type: none"> • Experiments and activities to build on concepts • Use the 5 capabilities to access the application of science techniques in students' everyday life • Planning of experiments using the fair testing method. • Writing up the full process of experimentation, aim, hypothesis, method, observations, results, conclusion. • Critical reflection of results obtained from experimentation • Communicate ideas and concepts using scientific language 	<ul style="list-style-type: none"> • Science Fair • Beehives for students to manage • Additional environmental /Science Groups as they arise during the year • Stileapp- Scienc application
Social Science	<ul style="list-style-type: none"> • Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. • Understand how exploration and innovation create opportunities and challenges for people, places, and environments. • Understand how producers and consumers exercise their rights and meet their responsibilities. • Impacts of WW1 and WW2 had on the social and economic events globally. • Understand that events have causes and effects. • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. 	<ul style="list-style-type: none"> • Online biosecurity games and other social science interactive activities • Displays of students work throughout the school • Stileapp- Social Science application

Science and Social Science Overviews

Science Overview (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Whānau Classes		Introducing Science - 5 Capabilities		<p style="text-align: center;">Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.</p> <p style="text-align: center;">Begin to group plants, animals, and other living things into science based classification</p>					
Term 2	<p>5 Capabilities of Science: Continue with the first two and introduce the next two.</p> <p>Science Fair</p> <p>Achievement Objectives- Gather interpret data. Use evidence to support an explanation Critique evidence. Use a representation to convey information and evidence</p>									
Term 3	<p>Planet Earth and Beyond</p> <p>Achievement Objectives- Astronomical systems</p> <p>Investigate the components of the solar system, developing an appreciation of the distances between them.</p>									
Term 4	<p>Material World</p> <p>Properties and change of Matter</p> <p>Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.</p> <p>Compare chemical and physical changes.</p>									

Social Sciences Overview (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Whānau Classes		TREATY OF WAITANGI Continuity & Change - Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies			WHAT IT MEANS TO BE A KIWI Identity, Culture, and Organisation - Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.				
Term 2	ETHICAL BUYING & SUSTAINABILITY The Economic World Understand how producers and consumers exercise their rights and meet their responsibilities.					GLOBAL SPORTING EVENTS The Economic World Understand how exploration and innovation create opportunities and challenges for people, places, and environments				
Term 3	NZ LAND WARS Place and Environment Understand how formal and informal groups make decisions that impact on communities.					CONSEQUENCES OF OUR ACTIONS Continuity & Change Understand that events have causes and effects.				
Term 4	CONSEQUENCES OF OUR ACTIONS Continuity & Change Understand that events have causes and effects.				GLOBAL CULTURAL EXCHANGE Identity, Culture, and Organisation Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.					

Cross Curricular Opportunities in Science and Social Sciences

Mathematics: Accessing and developing understandings of mathematical vocabulary. Using oral language skills to confidently share and express ideas. Interpreting graphs and diagrams. Designing data collection methods and communicating findings.

Te Reo: Understand important skills and concepts. Engaging in socio-cultural content relevant to students' lives. Effectively communicate obligations and responsibilities through conversation exchanges. Communicating and responding with confidence.

The Arts: Development of practice skills, the use of space and an awareness of one body and how it moves. Using subject specific vocabulary. Communicating effectively through spoken, visual and written language with increasing control and confidence. Gather and Interpret information in static and moving artworks.

Health and Physical Education: Communicating skills, knowledge and understanding about movement, positive attitudes towards physical activity. Confidently interacting and communicating with others to build relationships in a sporting environment. Following instructions and methods for sports and maintaining a healthy diet. Interpreting visual instructions. Analysing and interpreting fitness data and information.

Technology: Understand data and comprehend information to create outcomes. Analysing, evaluating and presenting digital information. Using visual communication to conceptualise and develop design ideas. Creating step by step instructions. Predicting outcomes.

Assessment in Science and Social Science

Self Reflection: Students need to have opportunities to self and peer assess and discuss their science and social science with each other. To reflect on their experiments they have done and to describe in their own words the important aspects of social and environmental events on communities local and globally.

Students are questioning, being reflective, and evaluating throughout the learning process to produce quality work based on clear outcomes of what is expected. Explicit goals and expectations for activities are shared and articulated by children.

Teacher Feedback: Effective feedback enhances student learning and achievement. Teacher feedback can be oral or written and is always linked to the learning goal and success criteria, illustrative of what the students can do and suggest 'next learning steps'.

Reporting to Parents and Whanau: Students in Science and Social will be assessed against the New Zealand Curriculum Levels and reporting will be completed in accordance with the National Curriculum Levels. Assessment practice will be formative diagnostic, summative and information gathered will be used to ensure teaching is differentiated progress is consistent with expectation, provide next steps and to support learning.

Students will receive a written report for Science and Social Science twice throughout the year. The first report will relate to the key competencies giving parents and whanau an insight into how their child is settling in and applying themselves in their Science and Social

Science lessons. A second report will indicate your child's curriculum achievement level for Science and Social Science.

Science and Social Science and our Graduating Profile

Birkdale Intermediate Graduates will be effective, confident, and engaged communicators across the curriculum, developing science and social science skills as future focussed learners by making meaning by generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence.

Graduating students will through the social sciences, develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices. Our graduating students will be independent and self-regulated science and social science users.

“Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.”

-The New Zealand Curriculum, Ministry of Education (2007), p.28

***The Aotearoa Histories Curriculum will be incorporated into our Social Sciences programme from 2022**

Te Reo Māori at Birkdale Intermediate School

Te Reo Māori at Birkdale Intermediate School provides all taura an opportunity to extend their knowledge of the Māori Language, culture, protocols and history through a range of learning styles including games, songs, The Arts, and stories that have been passed down from generation to generation. In Te Reo Māori we place an emphasis on participating, gaining knowledge, sharing knowledge and making connections between cultures. We use a range of activities that link to other curriculum areas in our kura.

Te Reo Māori is a gateway for taura around the school to share knowledge, experiences, history, culture, and language. By doing this, students gain a sense of identity, pride, and connection. Te Reo Māori can assist and nurture development and help the tamariki to excel in other curriculum areas.

Te Reo Māori at Birkdale Intermediate School provides all taura with the opportunity to develop self-confidence and self-worth in a caring environment. Taura are encouraged to participate, and share regardless of their level and knowledge of Te Reo me ōna Tikanga.

Here at Birkdale Intermediate we encourage our taura to gain confidence to work with others, and share knowledge using the tuakana/teina pedagogy. We encourage the taura to learn the language, the history, and the traditions so they can start to explore their own culture and traditions.

In Te Reo Māori, our students gain the skills of Whanaungatanga, Manaakitanga, Mana Tangata and Rangatiratanga.

Whanaungatanga: Encouraging tamariki to work with each other and practise responding appropriately as a group member. (Tuakana/ Teina) There is a focus on collaboration, participation, investigation and sharing.

Manaakitanga: We offer encouragement while instilling the skills of care for self, care for others and care for the environment.

Mana Tangata: Taking pride in their identity and building on their confidence with who they are and what they are capable of.

Rangatiratanga: Pride for our county and history. Gaining and showing respect through verbal and non-verbal techniques. Students discover new and interesting ways of saying what they think and delivering their message, thoughts and new knowledge.

What does Te Reo Māori look like at Birkdale Intermediate School?

	In Class Opportunities (2 x 60 minute sessions per week)	Extra Curricular Opportunities
Kōrero/ Pānui	<ul style="list-style-type: none"> • Learn Mihi that can be shared with the class and wider whānau. • Link their personal whakapapa to their own individualised pepeha. • Greetings and communication in Te Reo Māori. • Developing knowledge of basic sentence structures in Te Reo Māori • Hear local stories and learn about the history of Uruamo. • Planning visual projects and posters • Learn and use sayings and kīwaha in different situations and settings. • Learning to read basic stories in Te Reo Māori 	<ul style="list-style-type: none"> • Composition of Waiata Māori • In-class support for Māori Language Week • Daily use of te reo Māori across all aspects of school life
Ngā mahi ā Rēhia	<ul style="list-style-type: none"> • Learn about the pōwhiri process. • Learn waiata tautoko to use throughout the year. • Learn the School Haka and it's meaning • Learn and play a range of games that promote and encourage spoken reo. • Perform basic waiata-ā-ringa with actions. • Collaborate with peers • Communicate with peers • Learn basic tititorea, poi and rākau skills 	<ul style="list-style-type: none"> • School Kapa Haka Group • Competitive Kapahaka Group • House Haka Competition • Matariki celebrations

Te Reo Māori Overviews

Term 1 (Odd Year)

Te Māhere ā Wahanga 2021 Wahanga Tuatahi												
Ngā Kaupapa: Ko wai au	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9	Wiki 10	Wiki 11	Hononga ki marau kē atu
Kōrero / Pānui	Wā Whānau		Pronunciation / Karakia / Whakapapa / Mihimihi / Tikanga o te komanga				Pronunciation / Pepeha / Hononga ki ngā tangata / Mihimihi				Tikanga a iwi Tuhituhi Ngā Mahi a Rehia	
Ngā mahi a Rehia			Waiata (Hīmene) / School Haka / Haka Pōhiri				Waiata Tautoko / School Haka / Haka Pōhiri					

Term 2 (Odd Year)

Te Māhere ā Wahanga 2021 Wahanga Tuarua												
Ngā Kaupapa: Rongoa Māori	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9	Wiki 10	Hononga ki marau kē atu	
Kōrero / Pānui	What is Rongoa Māori / how to make it / what plant to use					Matariki		Ngā mahi māra / whakatō kākano			Pūtaiao Tuhituhi Pānui Ngā Mahi a Rehia	
Ngā Mahi a Rehia						Kī o Rahi						
Ngā mahi mō te tau katoa	Waiata / Mihimihi / Pepeha / Whakapapa / School and Pōhiri Haka											

Term 3 (Odd Year)

Te Māhere ā Wahanga 2021 Wahanga Tuatoru											
Kaupapa: Raupatu whenua Gunfire stockade	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9	Wiki 10	Hononga ki marau kē atu
Kōrero / Pānui	Raupatu Whenua / Land wars										Tikanga a iwi Tuhituhi Pānui
	Ruapekapeka			Taranaki / Parihaka			Rangiriri				
Ngā mahi mō te tau katoa	Waiata / Mihimihi / Pepeha / Whakapapa / School and Pōhiri Haka										

Term 4 (Odd Year)

Te Māhere ā Wahanga 2021 Wahanga Tuawhā										
Ngā Kaupapa: Harakeke	Wiki 1	Wiki 2	Wiki 3	Wiki 4	Wiki 5	Wiki 6	Wiki 7	Wiki 8	Wiki 9	Hononga ki marau kē atu
Kōrero / Pānui	Karakia / Intro to the plan		Whakapapa / Whakatauki / Tikanga			Hauhake harakeke / Making items				Pūtaiao Tuhituhi Pānui Toi
Ngā mahi mō te tau katoa	Waiata / Mihimihi / Pepeha / Whakapapa / School and Pōhiri Haka									

Cross Curricular Opportunities in Te Reo Māori

Science: Making connections and recognising relationships, Making observations, detailed drawings, testing ideas, communicating with others and problem solving, reflecting and evaluating personal understandings and confidently responding using written and or visual language.

Social Sciences: Understanding how other cultures communicate orally and visually, engaging in social issues, learning about people, places and culture, clarifying their own identities.

Literacy: Develop effective communication skills, understand how language can shape their lives, develop a sense of identity and understand the world around them, receive, process and present ideas.

Mathematics: Exploring patterns and relationships, thinking creatively, problem solving, developing thinking skills, exploring space and time, position and movement, using effective language to describe patterns and relationships.

Health and PE: Development of skills and attitudes to enhance personal well-being, keeping a resilient attitude, refine motor-skills, develop positive relationships with others, contribute to a healthy community, confidently interacting and communicating with others to build relationships in a sporting environment, interpreting visual instructions.

The Arts: development of practise skills, the use of space and an awareness of one's body and how it moves, creating scripts, communicating effectively through spoken and written language with increasing control and confidence, creating and improvising, listening and responding and singing.

Technology: Creating and designing original content, creating step by step instructions, predicting outcomes.

Assessment in Te Reo Māori

Self Reflection: Each week students will be encouraged to reflect on their work, whether they are learning a new waiata, kupu hou, sentence structures or sharing their pepeha aloud. Akonga will use the success criteria they have co-constructed with their teacher.

Akongā are encouraged to assess themselves on a variety of skills, ensuring that they give themselves praise for the excellent work they have done in developing their knowledge of Te Reo me ōna Tikanga as well as recognising what skills they need to build for future learning.

Teacher Feedback: The kaiako will provide support and encouragement throughout each lesson as well as summative feedback at the end of each unit. Teacher observation, conferencing and other formative assessments will serve as a measure of how well students are progressing.

Te Reo Māori and our Graduating Profile

Through our Te Reo Māori programme, we aim to develop insightful learners with a sound knowledge of tikanga, protocols and conversational reo. Graduates will be confident, engaged and will take pride in their identity. They will be able to articulate who they are, where they come from and their family connections in Te Reo Māori. We aim to develop learners who are able to set goals and strive to achieve them. Te Reo Māori me ōna Tikanga will support them to do this alongside developing resilience, understanding and a caring attitude.

Graduating akonga will have an understanding and mutual respect for culture. They will be well rounded in their interests and demonstrate the competencies of contributing, participating, relating to others and managing self. Through Te Reo Māori we will encourage them to be aware of how they learn and determine their next learning steps. Our graduating students will be proud Treaty citizens who contribute to the well-being of Aotearoa.

Māori Medium Education at Birkdale Intermediate School

Ngā Hua ō Te Purapura Pai

Kua whakatūria e mātou he whare haumarū mō te āpōpō hei ako, hei whanake, hei pupuri i te reo Māori me ōna Tikanga i roto i tēnei ao hurihuri, hei whakatīnana hoki i ngā kupu a Tā Apirana Ngata “*E tipu e rea mo ngā rā o tō ao. Ko tō ringa ki ngā rākau ā te Pakeha hei ara mō tō tinana. Ko tō ngākau ki ngā tāonga a ō tīpuna Māori hei tikitiki mō tō māhunga*”

Ngā Hua ō Te Purapura Pai is the whānau learning class at Birkdale Intermediate School. We offer bilingual education at a range of fluencies, from beginners to fluent speakers. We place an emphasis on whanaungatanga, manaakitanga, mana tangata and rangatiratanga. In Ngā Hua, we reflect the language, culture, values and aspirations of all members of our community.

Ngā Hua provides students an opportunity to develop their self-confidence in a caring whānau environment by encouraging their views and sustaining our Māori Culture and Language in a bilingual atmosphere that nurtures the students desire to learn and succeed. Our tamariki are taught to take pride in their identity and utilise this mana to strive for excellence in all subject areas.

We encourage the extended whānau to be an active part of all whānau occasions including hui to discuss the progress of the tamariki and plan for future events, fundraising and haerenga throughout the year.

Student engagement comes in many different forms and our kaiako and kaimahi in Ngā Hua are trained to recognise and encourage students, providing them with learning opportunities and support that meet their specific needs.

Technology at Birkdale Intermediate School

The Technology team at Birkdale Intermediate School provides opportunities for students to learn practical skills and theory concepts in both Hard Materials and Digital Technology. The overall aim is to ensure students have opportunities and support to attain the achievement standards and progress indicators of the NZ Technology Curriculum, and to provide opportunities for learners to develop 21st Century Skills through the design and development of personal technology projects.

Digital Technology:

In Digital Technology students are given the opportunity to experiment with a wide range of programming and electrical practical applications. Students will develop their computational thinking skills and problem solving skills as they build and debug their projects. The aim is to provide a strong foundation of understanding of universal key concepts so that students have the ability to propel themselves into areas of Digital Technologies that interest them in the future as lifelong digital learners & users.

Hard Materials Technology:

In Hard Materials Technology the aim is to give students an understanding of the importance and scope of technology in the modern world, and experience some of its possibilities through designing and making two projects. In the first project students undertake a design as a class and are taught to use the safe use of the workshop and tools. This allows us to teach basic skills and give students confidence and knowledge to create a more ambitious, individual outcome for their second project.

Students are supported through the design and making processes. We look at real world solutions to design challenges, and undertake research before learning how to communicate our own design ideas. They learn the basics of design drawing and scale working drawings. They then work to a plan during construction, and evaluate their outcome at the end of the project.

Over two years students in Hard Materials Technology will gain skills in researching technological innovations, freehand 2D and 3D design drawing, using working drawings and cutting lists to aid construction, building outcomes in wood and other materials in the workshop, and evaluating their work.

What does Technology look like at Birkdale Intermediate School?

	In Class Opportunities (2 x 60 minute sessions per week for 2 terms)	Extra Curricular Opportunities
Digital Technology	<ul style="list-style-type: none"> • Develop cyber safety understandings and information protection skills. • Use computational thinking skills to debug errors. • Record learning through video, screen recording, photos, and blog posts. • Communicate next steps, errors, and possible solutions. • Create electronic circuits with various outputs. • Harness solar power to create renewable electrical outputs. • Develop digital art and animation skills in Blender (optional) • Create digital art and audio for a video game using piskel art and Chrome music lab. • Program a video game in RPG Maker • Understand how inputs and output are used in a range of digital applications. • Code conditional branches, loops, and variables. • Develop algebraic thinking. 	<ul style="list-style-type: none"> • Minecraft Club • Epro8 • Tinkering club (electronics) • Animation Club • Unity video game creation club. • RPG video game creation club.
Hard Materials Technology	<ul style="list-style-type: none"> • Look at real world solutions to design challenges, and undertake research. • Learn how to communicate our own design ideas through freehand 2D and 3D design drawing and scale working drawings. • Make a cutting list, work to a plan to construct an outcome using hard materials and a wide variety of tools. • Understand the next steps in their project and become self directed in their learning. • Evaluate the outcome at the end of the project. 	<ul style="list-style-type: none"> • Lunchtime and afterschool clubs • Props for school production

Technology Overviews

Digital Technology (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Terms 1/3	Whānau Classes		Cyber safety, website creation & video creation skills		Electronics & Solar Power		Digital Art, Music, 2D animation			
Terms 2/4	Video Game Programming (RPG Maker)				Prototype and build an Electric toy car.		Student Directed Digital Passion Project (2D/3D Animation, Video game programming, Electronics, Robotics, Minecraft Mod Development, Interactive Story Writing, Digital Art, Digital Music, 3D Modeling)			

Hard Materials Technology (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Terms 1/3	Whānau Classes		Design Cycle	Planning project	Basic Skills with Wood	Creation of Projects using skills				
Terms 2/4	Design Cycle	Planning Project	Creation of Projects using skills							

Cross Curricular Opportunities in Technology

Science: Making observations, detailed drawings, testing ideas, communicating with others and problem solving.

Literacy: Develop effective communication skills, understand how language can shape their lives, develop a sense of identity and understand the world around them, receive, process and present ideas. Writing and following instructions and recipes. Communicating ideas to others.

Mathematics: Thinking creatively, problem solving, apply numeracy and computational skills in software, measurement of materials, exploring patterns and relationships.

Health and PE: Development fine motor-skills, develop positive relationships with others, contribute to a caring classroom environment.

Te Reo Maori: Learn Te Reo Maori names for tools and hardware. Incorporate Maori designs and symbolism in digital and material projects. Following instruction in Te Reo.

Assessment in Technology

Self Reflection: Each week students will be encouraged to reflect on their work. Students record and reflect upon their new learning by recording their ideas either digitally or in their folders or books. Students are encouraged to think critically about what went right, what could have gone better, and what their next steps will be.

Teacher Feedback: Teacher observation and feedback is a crucial part of the assessment cycle. So along with student reflection, teacher observation, conferencing, and other formative assessment serve as a measure of how well students are meeting the progress indicators set out in the New Zealand Digital Technologies Curriculum.

Reporting to Parents and Whanau: Students in Technology will be assessed against the New Zealand Curriculum Levels and reporting will be completed in accordance with the National Curriculum Levels. Students will receive a written report for Technology twice throughout the year.

Technology and our Graduating Profile

Through our Technology programme we aim to develop engaged learners who are confident, technologically literate learners who are able to articulate who they are, where they come from and what their values are. They will be future focussed learners who set goals, strive for excellence to achieve their goals, and have well developed personal skills that allow them to cope with any setbacks. They will demonstrate an ethic of care for self, others and the environment.

Graduating students will be connected to and have a curiosity for the global environment and embrace diversity. They will be well rounded in their interests and demonstrate the competencies of contributing, participating, relating to others and managing self. They will be numerate and literate at a level appropriate to their age and have an awareness of their learning style and next steps. Our graduating students will be proud Treaty citizens who contribute to the well-being of Aotearoa.

The Arts at Birkdale Intermediate School

The Arts at Birkdale Intermediate School represent the changing nature of education and the diverse nature of our community. We place an emphasis on participation and gaining knowledge about both Visual and Performing arts. In both areas we use a range of motivations that link to other curriculum areas in our school, and to provide our students with opportunities to engage in critical thinking and self and peer reflection.

We support and encourage our students to use their artistic and performance skills to help them develop and express their ideas and see themes across other learning areas. The Arts can assist and nurture development and help them excel in other subject areas.

Through the Arts, our students gain the skills of Participation, Reflection, Collaboration, Creativity and Communication.

Participation: Students are expected to participate in all lessons, balancing roles and responsibilities, and responding appropriately as a group member.

Collaboration: Performing arts particularly encourages students to work with each other, exploring, writing, creating, performing, negotiating ideas, constant reflection and improvement. The rehearsal space provides countless opportunities for students to develop these skills that are so important in this modern world we live. Students have the opportunity to listen actively, recognise different points of view, negotiate, share ideas.

Creativity: Students learn to see the world in new and interesting ways through creative expression. Creative thinking in Visual Art and Performing Arts can be transferred to all aspects of life and other curriculum areas. They are encouraged to use creative, critical and reflective processes, drawing on personal knowledge and intuitions.

Communication: Through verbal and non-verbal techniques students discover new and interesting ways of saying what they think and delivering their message. Whether through Art or Music, Dance and Drama, students develop their confidence and are able to express their ideas more meaningfully.

Reflection: Students learn the importance of constructive feedback from peers and teachers, to help them develop their next steps in learning. Student self-reflection is an important skill for the students to learn and an important life skill to have.

What do the Arts look like at Birkdale Intermediate School?

	<p style="text-align: center;">In Class Opportunities</p> <p style="text-align: center;">(Visual Art 2 x 60 minute sessions per week for 2 terms Performing Arts – 1 x 60 minute session for 2 terms)</p>	<p style="text-align: center;">Extra Curricular Opportunities</p>
Visual Art	<ul style="list-style-type: none"> • Explore the elements of art • Link their imagination, thoughts and feelings • Planning visual projects • Critical reflection of their art work • Communicate ideas and concepts • Keep an accurate journal of their ideas • Experiment with a variety of new techniques such as: Painting Techniques, Sketching, Shading, Basic carving, Perspective drawing 	<ul style="list-style-type: none"> • ShowQuest Wearable Art Competition • Drawing Club • Production (Props, Backdrops and Costuming) • Additional groups as they arise during the year
Performing Arts	<ul style="list-style-type: none"> • Explore dance elements and vocabularies. • Link imagination, thoughts and feelings • Learn and Use Dramatic techniques and processes • Create, interpret and represent musical ideas • Perform using effective and appropriate techniques • Collaborate with peers • Communicate with peers 	<ul style="list-style-type: none"> • Music Education Center lessons • ShowQuest • BandQuest • Production (Writing and Performing) • APPA Choir • Kids for Kids Choir • DanceSport • Cheerleading • Dance Club • Pacifika • Kapa Haka

The Arts Overviews

Term 1 and 3 Overview (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Visual Art	Whānau Classes		Flox Painting: Communicating and Interpreting Ideas, Developing Ideas and Developing Practical Knowledge							

Term 2 and 4 Overview (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Visual Art										

Term 1 and 2 Overview (Odd Year)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Performing Arts	Developing Practical Knowledge and Ideas in the Performing Arts Curriculum Teachers choice of units acrosss Dance, Drama and Music									

Cross Curricular Opportunities in the Arts

Science: Making observations, detailed drawings, testing ideas, communicating with others and problem solving.

Social Sciences: Understanding our communities, engaging in social issues, learning about people, places and culture, clarifying their own identities.

Literacy: Develop effective communication skills, understand how language can shape their lives, develop a sense of identity and understand the world around them, receive, process and present ideas.

Mathematics: Thinking creatively, problem solving, develop thinking skills, exploring patterns and relationships, exploring space and time, position and movement.

Health and PE: Development of skills and attitudes to enhance personal well-being, keeping a resilient attitude, refine motor-skills, develop positive relationships with others, contribute to a healthy community.

Te Reo: Develop the link between people and our heritage, explores beliefs and cultural practises, increase cultural understanding, acquire knowledge, skills and attitudes towards others, and develop effective communication techniques.

Assessment in the Arts

Self Reflection: At the end of each unit of work, students are encouraged to critically reflect on their work. Using the success criteria they have co-constructed with their teachers, students reflect and consolidate their learning and how they have achieved against the criteria they have set.

Students are encouraged to assess themselves on a variety of skills across the Arts, ensuring that they give themselves praise for the excellent work they have done in developing the key skills expected for each area as well as recognising what skills they need to build for future learning.

Teacher Feedback: During the learning process teachers provide support and encouragement during each lesson. Teacher Feedback is usually given through conferencing with the student. Feedback is constructive and specific and relates directly to the needs of the students at the time.

Reporting to Parents and Whānau: Twice a year students are given reports for the Arts. In the first term a report relating to the key competencies is given. This gives parents and whānau an opportunity to see how well their child has been settling into the year for the Arts. In the last term a more specific report is given in respect to the curriculum achievement levels (across all strands) for both Visual and Performing Arts.

The Arts and our Graduating Profile

Through Visual and Performing Arts we aim to develop confident and engaged learners who are able to articulate who they are, where they come from and what their values are. We aim to develop learners who are able to set goals and strive to achieve them. The Arts will help them do this alongside developing resilience and a caring attitude.

They will be well rounded in their interests and demonstrate the competencies of contributing, participating, relating to others and managing self. Through the Arts we will encourage them to be numerate and literate and have be aware of how they learn and determin their next learning steps. Our graduating students will be proud Treaty citizens who contribute to the well-being of Aotearoa.