## 2025 CURRICULUM OVERVIEW - TERM TWO

MODULE 5 - Curious (WEEKS 3 - 9)

Kia ora whānau: we would like to let you know what we envision the focus of each learning area will be in Term Two. We have deliberately not put in the weeks for each focus as this is very much dependent on the students in each class. One size does not fit all and we pride ourselves on being flexible and having our students play a part in their learning. The Locus of Control should include both teacher and student. Please check out what your child will be learning/developing this term. Ask them how their different subjects are going and what their favourite part has been.

| CURRICULUM AREA   |            | FOCUS   |
|---|------------|---|
| Whilst Humanities is a set period each day with five periods per week, reading and writing permeates all other curriculum areas as well. For example, in science, a student could be working on both their reading and writing by analysing the results of an experiment and writing the steps down using a report genre. | HUMANITIES | Writing: Expository Writing   |
|   |            | Reading: Our Whenua, Our Spaces: I read, we read, you read  |
|   |            | Oral Language: Listening, questioning, and presenting   |
|   |            | Social Science: Our Whenua, Our Spaces: The physical, mental, and collective spaces we all live in  |
|   | МАТН       | Number: Multiplication and Division strategies<br>Strand: Measurement   |
|   | SCIENCE    | Exploring the universe from 'big' things like space to 'small' things like electrons and electricity - with a focus on Earth and Space Science  |
| DIGI COMP   |            | Introduction to Digital Algorithms  |
| TE AO MĀORI   |            | Storytelling in Te Aō Maori and Tikanga 101   |
| COOKING   |            | Cooking a range of food using basic kitchen skills  |
| X-PLO TECH  |            | Explore and develop skills associated with hands-on learning opportunities using hard materials such as wood and textiles   |
| SUSTAINABLE DESIGN  |            | To understand the concept of sustainability and our place within our environment. To use the design process to make a prototype of a product that could solve a specific problem identified by the students |
| PE  |            | Water Safety and Aquatic Skills   |
| ENVIRONMENTAL EDUCATION   |            | Exploring and experiencing nature and sustainability and how this connects to our everyday lives, wellbeing, health, happiness and fulfillment  |
| MUSIC   |            | How does popular music link to traditional Māori and Pasifika waiata and music of Aotearoa?   |
| PERFORMING ARTS   |            | How does modern Hip-hop dance make links to traditional Māori and Pasifika dances of Aotearoa?  |
| VISUAL ART  |            | How does modern art make links to traditional Māori and Pasifika art of Aotearoa?   |