



# Kristin

JUNIOR SCHOOL

FUTURE READY

Junior School Handbook 2016





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# School Term Dates 2016

<b>Term 1</b>	Tuesday 2 February – Friday 8 April
<b>Term 2</b>	Monday 2 May – Friday 1 July
<b>Term 3</b>	Monday 25 July – Friday 23 September
<b>Term 4</b>	Monday 10 October – Thursday 8 December

## 2016

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## 2017

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## Daily Routine

BELL TIME:	PERIOD:
8.15am	Doors Open
8.30am – 9.25am	Period 1
9.30am – 10.25am	Period 2
10.25am – 10.45am	Interval
10.50am – 11.35am	Period 3
11.40am – 12.25pm	Period 4
12.25pm – 12.40pm	Supervised Lunch Eating
12.40pm – 1.25pm	Lunch Break
1.30pm – 2.15pm	Period 5
2.15pm – 3.00pm	Period 6
3.00pm – 3.10pm	Tutor Period

**Assemblies:** Junior School      Friday      2.00pm – 3.00pm

**Chapel:**      Year 5-6      Wednesday      2.30pm  
                  Year 3-4      Thursday      2.30pm  
                  K-Year 2      Friday      8.30am

## **From the Junior School Principal – Mrs Diana Patchett**

Welcome to the Kristin Junior School.

Current educational research supports what I have long held to be true; that the foundation for success in life is laid with children in their early years. The development of strong literacy and numeracy skills, enhanced through inquiry-based learning enriched with a global perspective, will ensure that our students are well prepared for their move up through the school, into tertiary education and beyond.

Programmes in the Junior School are designed to challenge our students, while ensuring that their natural inquisitiveness, their creativity and their inherent sense of fun are nurtured along the way. Our teachers are professional educators, with the children's best interests at heart. Their skills are supported by the International Baccalaureate PYP framework to ensure that support and extension opportunities are available for all our students. This capacity for differentiation allows students to access the curriculum at their level, while encouraging individual growth and the achievement of personal bests.

I look forward to maintaining and improving strong student outcomes in the Junior School. At the same time, working together to strengthen the valuable partnership between home and school, which is central to your child's success and to the positive culture of Kristin.

Diana Patchett  
**Junior School Principal**

## The Mandate of Kristin's Founding Document

"To develop into an outstanding modern school completely geared to the interpreting of our ideals of individual attention and the preservation of a balance between academic, sporting and cultural achievements in a disciplined atmosphere of truly Christian living. We would expect our ultimate school to accommodate eventually children from Kindergarten right through to Year 13."

"Progress with Vision, Integrity and Love"

### Kristin Core Values

- Determination to Achieve Excellence
- Passion for Learning
- Loyalty to, and Pride in Kristin
- Willingness to be Innovative
- Respect for Oneself and for Others
- Traditional Christian Values

## Kristin School Motto

*"Progress with Vision, Integrity and Love"*

### Kristin School Aims

#### Kristin School Vision to which the School aspires is:

To provide our students with a superior all-round education to prepare them to be responsible world citizens who think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.

### Junior School Mission Statement

#### The Junior School at Kristin School will...

- Provide a positive, secure and supporting atmosphere in which the students' education will be a balance between their cognitive and affective needs.
- Focus on the processes of learning, delivered by staff who respect and understand this age group and who employ varied approaches to the learning and teaching process.

## National Anthem

### God Defend New Zealand

E I-hoa, A-tu-a,  
O nga i-wi ma-tou-ra,  
A-ta wha-ka-ro-ngo-na;  
Me a-ro-ha no-a.  
Ki-a hu-a ko te pai,  
Kia tau to a-ta-whai;  
Ma-na-a-ki-ti-a mai.  
A-o-te-a-ro-a.

God of Nations, at thy feet  
In the bonds of love we meet.  
Hear our voices we entreat,  
God defend our free land.  
Guard Pacific's triple star  
From the shafts of strife and war,  
Make her praises heard afar,  
God defend New Zealand.

### School Song: Sing Kristin (A Bradstreet)

Our journey's just beginning many paths are set before us,  
Though filtered years have brought us from afar,  
Our roads have merged at Kristin the finest school we know,  
And we're making this a place of aroha.

#### *Chorus*

School days, your praise, Kristin we will sing,  
Willingly, our loyalty, to your heart we bring.  
An open space, a worthwhile place, where we can grow and give,  
A family, community, here we learn to live.

Respecting one another may the life within us grow,  
And hope be strong to conquer future fear,  
May Progress with Vision, Integrity and Love,  
Be the guiding truth, for everyone that's here.

#### *Chorus*

School days, your praise, Kristin we will sing,  
Willingly, our loyalty, to your heart we bring.  
An open space, a worthwhile place, where we can grow and give,  
A family, community, here we learn to live.



## Teaching Staff

Executive Principal  
Principal Junior School

Assistant Principal Student Care  
Assistant Principal Curriculum

### Year Level

Kindergarten

### Year Level Dean

Ms Mandy Savage

Mr Tim Oughton  
Mrs Diana Patchett  
Mrs Sharon Fordham  
Mr Robert Hutton

### Class Teachers

Mrs Nancy An  
Ms Angela Brown  
Mrs Katrina Chamberlain  
Ms Kristy Gilder  
Miss Nikki Kim  
Ms Judi Marston  
Miss Sophie Nicholls  
Miss Brooke Bowden 0B (JS1)  
Mrs Dianne Scoones 0S (JS2)  
Miss Bianca Chapman 1B (JS6)  
Mrs Carol Page-Wood 1P (JS7)  
Mrs Judy Shand 1S (JS4)  
Mrs Samantha Allis 2A (JS13)  
Mrs Daisy Docherty 2D (JS12)  
Mrs Toni Howe 2T (JS10)  
Mrs Jane Sargeant 3S (JS8)  
Mrs Diane Thomas 3T (JS9)  
Ms Genna Clements 4C (JS18)  
Mrs Lisa Marwick 4M (JS16)  
Mrs Yvonne Bull 5B (JS19)  
Ms Kerry Peirce 5P (JS20)  
Mrs Josie Taylor 6T (JS24)  
Mrs Tamsin Neubert 6N (JS25)

Year 0

Mrs Jo Kember

Year 1

Mr Nathan Calvert 1C (JS5)

Year 2

Mrs Jane Harker 2H (JS11)

Year 3

Mrs Dori Lloyd 3L (JS3)

Year 4

Mrs Bronwyn Bell 4B (JS17)

Year 5

Ms Leona Marsh 5M (JS21)

Year 6

Mrs Chantel Ashley 6A (JS23)

### Specialist Subjects and Teachers

Chinese

Mrs Edith Poon-Lai (JS14)

Performing Arts

Mrs Katherine Yang (JS22)

Physical Education and Sport

Mrs Hayley Hunter (JSPA)

Visual Arts and Digital Media

Mrs Edith Poon-Lai (JS14)

Te Reo Māori K-Year 6

Mrs Fiona Ackroyd (RMG)

Junior School Librarian

Mr Nigel Messervy (RMG)

Mrs Timea Willemse (JSVA)

Mr Mata Mataio (JM4)

Ms Alison Hewett

### Enrichment Teachers

Early Years Mrs Jo Kember

Year 0-2 (JM3) Mrs Laura Weston

Year 1 (JS7A) Mrs Shelley McHugh

Year 2 (JS15) Mrs Barbara Bailey, Ms Dale Connell

Year 3 (JM2) Mrs Shayne de Beer

Year 4-5 Numeracy (JM1) Mrs Rachel Kinley

Year 4-5 Literacy and Year 3-6 ESOL

Year 6 (JS8B) Mrs Helen McMurtrie

(JS8A) Mr John Lockyer

## What to do

### If your child ...

### Then you...

Is unable to come to school

Phone the school and register their absence on the Absence Line by 8.20am each day they are absent (415 9566).

Is late to school or has to leave school during the day

Go to the Junior School office and sign the 'Late Book'.

Is ill while at school

The School Nurse will call you.

Is looking for lost property

Look in the bin outside the retail shop or main administration building.

Needs to use a phone

Ask a teacher.

Intends to be away during term time

Send a letter requesting leave to the Junior School Principal.

Has a change of address or phone number

Inform the main office immediately.

Wants information about sporting activities

Contact Sports Co-ordinator, Mrs Fiona Ackroyd Ext 2821, Kristin Clubs Co-ordinator, Mr Nigel Messervy Ext 2800, Sports Office, Ext 2385.

Wants music tuition

Contact the Performing Arts Manager Administrator.

Wants to work in the Library

See a Librarian.

Wants to know what's going on

Refer to upcoming events in the Newsletter and school website.

Doesn't have the correct uniform

See your Classroom Teacher and bring a note.

Wants to order lunch

Complete your order online or post in the box outside the Junior Tuckshop by 8.30am.

Needs medicine at school

Contact the School Nurse Ext 2490.

# Student Conduct

## STANDARDS

### 1. ***I will show respect for other people and their property***

This means

- respecting the rights of others to learn
- following my classroom's essential agreement/routines/guidelines/directives expectations
- showing courtesy and respect towards others
- showing respect for other people's property
- helping to create a peaceful and positive school environment

### 2. ***I will dress neatly and correctly whenever I am in my school uniform***

This means

- wearing school uniform to and from school
- wearing approved jewellery: plain ear studs, watch, Medic Alert bracelet
- wearing regulation hair accessories
- wearing a school sun hat in the summer months – Terms 1 and 4
- wearing regulation sportsgear for all P.E. lessons and sporting activities
- deviation from school uniform must be supported by communication from parents to an Assistant Principal

### 3. ***I will respect the Kristin Environment***

This means

- doing all I can to keep our school clean and tidy
- putting rubbish in bins
- caring for plants, furniture, equipment and buildings
- taking my lunch rubbish and leftovers home
- returning play equipment to where it belongs

### 4. ***I will work and play safely and sensibly in appropriate places***

This means

- staying on the school grounds
- playing only in our playground areas
- staying outside the classrooms at intervals and lunchtimes in fine weather
- remembering all playground equipment is out of bounds before and after school (unless supervised by an adult)
- using play equipment for how it was designed

5. ***I will know what to do at lunchtime and intervals***

This means

- playing sensibly and safely at all times in designated areas
- choosing suitable things to do in my room on wet days
- paying attention to bells
- sitting down and eating my lunch in the classroom/courtyard until dismissed

6. ***I will travel to and from school safely***

This means

- sitting quietly and behaving sensibly on the bus
- stowing my bag safely
- crossing the road on a pedestrian crossing, or if there is not one, crossing behind the bus, and after it has moved off and it is safe
- moving safely through school grounds to parked vehicles, staying on paths, using the designated crossings and avoiding the carpark/bus bay

7. ***I will know what I can bring to school***

This means

- bringing food and drink that is suitable for playtime or lunchtime
- bringing drinks in plastic containers
- leaving toys, games and other special things at home unless the teacher allows it for a special occasion

8. ***Bus Behaviour***

Each bus will have a bus monitor whose responsibility it is to ensure satisfactory behaviour on the bus. Students who do not comply with these regulations will be reported by the bus monitor to the Assistant Principals. Should you be reported for unsatisfactory behaviour, either of a serious nature or frequently, your parents and the Principal will be notified and you will be warned that a subsequent referral will prohibit you from travelling on the school bus for a period of two weeks. In this case, parents will be responsible for arranging alternative transport to and from school. Students must wear full school uniform when travelling by bus.

9. ***Anti Bullying***

Kristin School is determined to ensure you have a learning environment free of any form of bullying. Therefore if at any time you do not feel safe at school, or are concerned about the safety of another student, inform your teacher, Dean or Assistant Principal immediately. You will be listened to and supported to ensure a positive and safe resolution.

# Student Support

Procedure for establishing and maintaining appropriate behaviour in the classroom.

Discuss, establish and display rules

Discuss routines allowing for reinforcement of appropriate behaviour

**IF A PROBLEM ARISES**

**STEP 1**  
**Teacher**

Teacher observe and clearly identify the problem

**TO ATTEMPT TO SOLVE THE PROBLEM**

Remove child to another adult temporarily

Discussion with child to find cause of situation/problem

**WHEN APPROPRIATE**

**STEP 2**  
**Teacher**

1. Discuss problem with child and specify appropriate behaviour
2. Set an individual contract for behaviour required
3. Monitor contract and behaviour
4. Complete necessary documentation, e.g. contract review

**SERIOUS ACTION**

**STEP 3**  
**Team**

1. Refer to Year Level Dean
2. Devise strategies, e.g. contract
3. Advise Assistant Principal/Teachers and monitor progress
4. Assess as a team, e.g. referral, advise parents
5. Documentation - Student Records - Meeting/Phone Call

**STEP 4**  
**Management**

1. Consult Assistant Principal or Principal - intervention - parental involvement
2. Document - e.g. Daily Behaviour Contract

**Outside Agencies**

Professional Services

**Assistant Principals/  
Counsellors**

# Junior School Dress Code Requirements

The public perception of Kristin School is strongly influenced by the appearance of the students and uniform standards must be kept at the highest possible level. The Kristin School uniform must be worn with pride.

## 1. In General

- pull socks up
- correct wearing of shorts
- keep your uniform clean and in good repair (e.g. no holes, no ragged sleeves)
- shoes must be clean
- fully name each article of clothing, (the Retail Shop has labels for clothing)

## 2. Junior School rain jacket

- available from the Retail Shop

## 3. Hair - Must be styled conservatively

*Students must:*

- tie their hair back if it is longer than collar length
- not have any style that draws undue attention
- not dye their hair or use excessive gel
- keep their hair clean, well groomed and tied off the face with regulation hair accessories

## 4. Jewellery

*Students may wear:*

- a watch or a Medic-Alert bracelet
- a single pair of plain silver or gold studs worn in the *lobe only* of each ear (one only in each ear)

## 5. Makeup

- makeup and coloured nail polish are not permitted

## 6. Sunsafe

All students are required to ensure that they are sun safe through the following:

- a '**NO HAT NO PLAY**' policy is adhered to in the Junior School in Terms 1 and 4
- the wearing of sun block is strongly encouraged and is to be supplied by students

## Junior School Uniform

All uniform items are available for purchase from the school Retail Shop.

### Girls' Summer Uniform

Navy pinafore or regulation navy skirt or shorts  
 Kristin short sleeve blouse or white T-shirt with logo  
 Jersey, cardigan or vest  
 Junior School tie  
 Junior School fleece blazer (optional)  
 Middle School blazer (optional Year 5-6)  
 Black T-bar shoes or black leather lace-up school shoes with regulation navy ankle socks or black sandals without socks

### Girls' Winter Uniform

Navy pinafore or regulation navy skirt or shorts (shorts not worn with tights)  
 Kristin long sleeve blouse  
 Jersey, cardigan or vest  
 Junior School tie  
 Junior School fleece blazer (optional)  
 Middle School blazer (optional Year 5-6)  
 Black T-bar shoes or black leather lace-up school shoes regulation navy ankle socks or black tights

### Boys' Summer Uniform

Regulation navy shorts or trousers with navy school belt  
 Kristin short sleeve shirt  
 White (logo) T-Shirt (optional)  
 Jersey, cardigan or vest  
 Junior School tie  
 Junior School fleece blazer (optional)  
 Middle School blazer (optional Year 5-6)  
 Black leather lace-up school shoes with regulation navy long socks or black sandals without socks

### Boys' Winter Uniform

Regulation navy shorts or trousers with navy school belt  
 Kristin long sleeve shirt  
 Jersey, cardigan or vest  
 Junior School tie  
 Junior School fleece blazer (optional)  
 Middle School blazer (optional Year 5-6)  
 Black leather lace-up school shoes with regulation navy long socks

### Physical Education:

School regulation PE shirt and shorts  
 School hoodie and tracksuit (optional)

Sport shoes and white socks  
 House coloured T-shirt

Navy swimwear (one piece swimsuit for girls, speedos/board shorts for boys)

## How To Tie a Knot for Your Tie

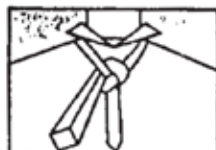
### HALF WINDSOR



(Mirror image) Start with end on your right and extending 30cm below narrow end



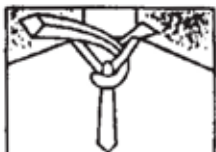
Cross wide end over narrow end and turn back underneath



Bring end up and turn down through loop



Pass wide end around front from left to right



Then up through loop

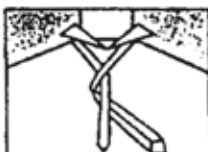


And down through knot in front. Tighten carefully and draw up to collar

### FOUR IN HAND



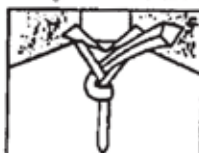
Start with end on your right and extending 30cm below narrow end



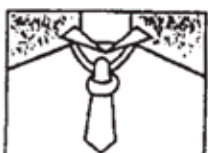
Cross wide and over narrow and turn back underneath



Continue around, passing wide and across front of narrow once more



Pass wide end up through loop



Holding front of knot with index finger, pass wide end down through loop in front



Remove finger and tighten knot carefully. Draw up tight to collar by holding narrow end and sliding knot up

### FULL WINDSOR



Start with end on your right and extending 30cm below narrow end



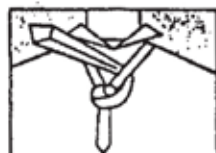
Cross wide end over narrow end and bring up through loop



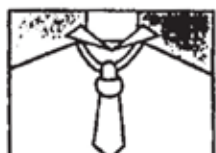
Bring wide end down around behind narrow end up on your right



Then put down through loop, around and across narrow end as shown



Turn and pass up through loop end



Complete by slipping down through the knot in front. Tighten and draw up snug to collar



# Recognition

## **Acknowledgement of Positive Behaviour, Attitudes and Achievements**

- Classroom rewards programme - teacher developed and monitored
- Merit Certificates - awarded to students at the weekly Junior School/Year Level Assembly
- The Junior School Mascot - presented to the class who displays positive behaviour at the Junior School Assembly
- Class Leaders - recognised for demonstrating Leadership Skills
- Chapel Committee - selected to serve in the Chapel and community each semester
- Service Badges - presented to students who give service to the school
- House Captains - elected by peers and presented with Badges each semester
- Cool Schools Mediator Service Badges (Handy Helpers) - awarded at the end of the training session
- House Cup - presented at assemblies to the winning House, the one that has accumulated the most points over a specified period of time
- Sporting, Cultural and Achievement Certificate - to be presented at the Junior School/Year Level Assemblies as they arise
- Junior School Certificate of Merit - presented to students at the end of the year Prize-giving
- Principal's Awards - presented to students at the Junior School Assemblies
- Cups/Trophies - these various prestigious awards are presented at the end of year celebrations
  - Sport and Cultural Assembly
  - Year 0-3 Prize-giving
  - Year 4-6 Prize-giving

## **Class Awards Criteria**

**Academic Endeavour** - Students who have consistently worked hard and have been committed to improving their academic results throughout the year.

**Citizenship** - Student who has consistently shown courtesy, co-operation and consideration for teachers and students.

**Kristin Spirit** - Student who is involved in the co-curricular life of the school and who consistently displays a positive, caring, thoughtful and sincere concern for their peers.

## Prestige Cups

Prestige Cups may be awarded at the discretion of the Principal.

### **Awards Criteria**

#### **Sportsmanship Cup**

*Donated by Mrs Viv Morrison.* This is not a cup for sporting excellence but is awarded to the student/students who are involved in many sports and always display a positive, caring, fair minded attitude.

#### **Devonport Cup - Sports Personality**

*Donated by Mr Ray Milligan.* For all round sporting excellence in Junior School sport.

#### **Kaipara Cup - Physical Education**

*Donated by Mr Ray Milligan.* For all round excellence in skills development and ability in Physical Education.

#### **Taiaha Cultural Award**

*Donated by Stephen and Ngaire Clayton.* The student/students who receive this award will have shown involvement and excellence in all or at least four out of five of the following - drama, dance, art, choir, orchestra.

#### **Visual Arts**

This award is presented to the student or students who have consistently demonstrated a high level of creativity, artistic flair and innovation in the use of materials and processes to create visual works.

#### **Vocal Music and Drama**

This award is presented to the student or students who have consistently demonstrated a high level of dedication, creativity and passion for Vocal Music and Drama.

#### **Instrumental Music and Movement**

This award is presented to the student or students who have consistently demonstrated a high level of dedication, creativity and passion for Instrumental Music and Movement.

#### **Progress in Chinese**

This cup is for the student who has consistently demonstrated a high level of motivation and enthusiasm towards learning Chinese as a second language and has made outstanding progress in all aspects of Chinese.

#### **Excellence in Chinese**

This cup is awarded to the student who has Chinese as their first language and has taken responsibility for his/her learning, set high standards and strived for improvement in all areas of Chinese.

#### **Newton Cup - Science**

Students must have attained a high standard in a wide variety of skills and processes. These include observing, measuring, reading and interpreting information, predicting, drawing conclusions and higher order skills such as reasoning and problem solving.

### **Technology Cup**

Is awarded to the student/students who have an in-depth understanding of how technologies work, how technology impacts on people and vice versa, and can successfully at a very high level undertake and succeed in technological practice.

### **Inquiry Trophy**

The exceptional Inquirer will show curiosity through questioning, observing and exploring. This student will demonstrate competent research and thinking skills in inquiry situations, using relevant, varied sources. Effective planning, note-taking and organising of information, leading to interpretation and analysis of data will be evident. The student/students will explain their personal conclusions, reflect thoughtfully on their learning journey and identify action they will take as a result of the inquiry.

### **Pythagoras Cup - Mathematics**

Students must demonstrate high ability in mathematics skills, concepts, understandings and attitudes. They will also have developed a variety of approaches to problem solving and be confident, logical thinkers.

### **Shakespeare Cup - English**

The student who receives this award must have demonstrated a very high ability in comprehension, data interpretation, language and vocabulary. They must also have attained a consistently high standard in the curriculum strands.

### **Rotary Shield**

This is awarded to a group or individual within the school that has made a contribution to either the school or the local community.

### **Courtesy Cup**

*Donated by Mrs Lyn Williams.* This is awarded to the student/students who consistently show helpfulness, tidiness, enthusiasm, organisation, manners, caring towards others and positiveness towards all school activities.

### **K Factor Cup**

This cup is awarded to the student/students who co-operate effectively as a member of a team.

### **Principal's Award**

*Donated by the Roelants Family.* This trophy is awarded, at the Principal's discretion, to a student/students in the Junior School (other than Year 6 students) who have made an outstanding contribution to, or achievement in, the sporting or cultural fields.

### **Kristin Cup**

For all round excellence throughout their time in the Junior School - academic excellence, and have had a major involvement in school sports and cultural activities. The recipient must also display what is termed true 'Kristin Spirit' - positive, caring, thoughtful, concerned approach to all fellow students and activities.

## Junior School nutriSmart



Kristin School is pleased to be able to offer a balanced, nutritious and tasty lunch to all students. The menu will vary each term and order books made available to all students. Junior School students will not be able to buy direct from the Tuck Shop.

The streamlined ordering system will assist parents and students with their selection of lunches in advance and on-the-day. We would encourage parents to order in advance and to take advantage of our pre-payment service as explained below.

### **Method of payment:**

We would recommend parents take advantage of our pre-payment service whereby a minimum of \$50.00 can be charged to their nutriSmart account and every time your child orders lunch the amount will be deducted from the balance. In this way you will avoid searching for cash to place in an envelope or money getting lost. Cash payments must include the correct amount and be placed in a sealed envelope. Please note that change will not be given but the balance will be credited to their nutriSmart account.

### **To order**

1. Order online through myChild. Just click on the link and select your lunch. Orders must be made by 9am for the same day. The nutriSmart account must be in credit to order online.
2. Or, complete the order form and drop it in the box outside the Junior School Tuck Shop office before 8.45am each day.
3. Late orders should go to the Junior School office.
4. Lunch will be delivered at 12.30pm by lunch monitors to the student's classroom.

### **Cancellations**

To cancel a lunch order and receive a credit you should contact the nutriSmart Assistants by 9am on Ext 2360. Once the order has been processed we are not in a position to offer a refund.

## Emergency Procedures – Evacuation

### **In the case of fire or other danger:**

- an alarm for an emergency evacuation is a continuous siren
- exit quickly and quietly under the direction of the teacher through the most suitable exit route to the designated assembly point
- a copy of this procedure will be in classrooms
- leave behind school bag, books and personal possessions
- do not close windows
- the teacher will be the last to leave the classroom

**All students, visitors and personnel must move quickly and calmly to the assembly point.**

**Further instructions will be given at the assembly point. Any missing students are to be reported to the Class Teacher.**

## Emergency Procedures – Lockdown

### **Alert:**

If you see a suspicious person or dangerous situation, tell the nearest teacher who will contact a Principal's office immediately

### **Warning:**

Repeating Beep and voice command to lockdown

### **Actions:**

- If out of class, move quickly to the nearest room
- Close and lock all doors and windows
- Draw curtains/blinds and move out of sight of windows
- Stay calm and quiet
- Only the teacher may send messages - students and parents must NOT use phones and/or computers
- Teachers - if possible, check adjacent spaces and nearby outdoor areas before locking the room

### **All Clear:**

Constant bell tone and voice command

Assemble as follows: Junior School in Roy Munn Gym  
Middle School in Auditorium  
Senior School in Old Gym

# The International Baccalaureate Primary Years

## Programme Information for Parents

The Kristin Junior School is the first school in New Zealand authorised to teach the International Baccalaureate Primary Years Programme.

The Primary Years Programme (PYP) is an international curriculum framework designed for children between the ages of 3 and 12 years. The programme focuses on the total growth of the developing child, addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of experience from international schools to create a relevant and engaging educational programme. The PYP offers a comprehensive, inquiry-based approach to teaching and learning. It incorporates guidelines on student learning styles, teaching methodologies and assessment strategies.

## Key Features

### International Perspective

In order to make the most of the diversity of background and experience of our students, the PYP synthesises the best from educational systems around the world. Emphasis is placed on the ideals of international understanding and responsible citizenship.

### Inquiry Based

Inquiry approaches to teaching and learning are incorporated. Our teaching methods will build on students individual knowledge and interests, and emphasise learning how to learn and how to find out, using both traditional and contemporary media.

### Integrated

The subject areas of Mathematics, Language, Science, Social Studies, Personal and Social Education and Technology are taught through transdisciplinary themes in order to help the students make connections between the subjects, thereby facilitating more effective learning.

### IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Overall Aims

To provide education for international understanding and to nurture globally minded citizens who follow the IB Learner Profile:

- Communicators
- Principled
- Thinkers
- Caring
- Inquirers
- Open-minded
- Courageous
- Balanced
- Knowledgeable
- Reflective

### Concepts

Key concepts form a powerful set of ideas which drive the teacher/student constructed units of inquiry that lie at the heart of the curriculum.

The following key concepts are big ideas that have relevance within and across subject areas. Expressed as questions, these eight ideas are explored through each topic studied:

- Form (What is it like?)
- Function (How does it work?)
- Causation (Why is it like it is?)
- Change (How is it changing?)
- Connection (How is it connected to other things)
- Perspective (What are the points of view?)
- Responsibility (What is our responsibility?)
- Reflection (How do we know?)

### Attitudes

Developing the following attitudes is an essential component of the programme.

- Appreciation
- Commitment
- Confidence
- Co-operation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

## **Skills**

These are performance objectives through which students demonstrate mastery in the areas of:

- Thinking
- Communication
- Socialising
- Research
- Self-management

## **Action**

Students are encouraged to put what they have learned into practice through service to the school community, the local community, and the global community.

## **Knowledge**

The knowledge component of the programme is the content of the different subject areas that are included in the Kristin Junior School curriculum. These subject areas are:

- The Arts
- Languages: English, Chinese, Te Reo Māori
- Mathematics
- Science
- Social Studies
- Technology
- Health and Physical Education

## **Transdisciplinary Themes**

The subject areas are integrated through the following six transdisciplinary themes that help students make meaningful learning connections between the subjects:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Regular reviews of the success of the Primary Years Programme are ongoing with action plans in place for continual improvement and development.



# 2016 Kristin Junior School Programme of Inquiry Transdisciplinary Themes

	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Kindergarten Junior	<p><b>Who we are</b></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>How we express ourselves</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>How the world works</b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organise ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
	<p><b>Term 1</b></p> <p><b>Sharing the planet</b>  <b>Concept:</b> Responsibility  <b>Related concept:</b> Habitat  <b>Central Idea:</b> Living things have certain requirements in order to grow and stay healthy  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our needs and the needs of other living things</li> <li>Our responsibility for the well being of other living things</li> <li>How living things can help us</li> </ul>	<p><b>Term 2</b></p> <p><b>Who we are</b>  <b>Concepts:</b> Form, Connection  <b>Related concepts:</b> Family, Identity  <b>Central Idea:</b> I am learning about my identity and the things I can do  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>My physical characteristics - what I look like</li> <li>What makes me unique</li> <li>Myself as part of my family and as part of the wider community</li> <li>My responsibility and roles</li> </ul>	<p><b>Term 3</b></p> <p><b>How the world works</b>  <b>Concepts:</b> Function, Form, Reflection  <b>Related concepts:</b> Transportation, Safety  <b>Central Idea:</b> People create different types of transportation to go from one place to another  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of transportation</li> <li>Different types of transportation have special jobs</li> <li>Road rules keep us safe</li> </ul>	<p><b>Term 4</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Form, Function  <b>Related concept:</b> Communication  <b>Central Idea:</b> Nursery Rhymes inform and provoke us, they give us pleasure and help our imaginations grow  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The reason we have nursery rhymes</li> <li>Our favourite nursery rhymes</li> <li>How nursery rhymes make us feel</li> </ul>	<p><b>Term 4</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Reflection  <b>Related concepts:</b> Self expression, Communication  <b>Central Idea:</b> People express themselves in many ways  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different mediums for expressing ourselves</li> <li>Creating and presenting in different ways</li> <li>How a story is made up</li> </ul>
Kindergarten Transition	<p><b>Term 1</b></p> <p><b>Sharing the planet</b>  <b>Concepts:</b> Causation, Responsibility  <b>Related concepts:</b> Conservation, Sustainability  <b>Central Idea:</b> People's actions affect living and non-living environments  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The impact of human behaviour on the rocky shore</li> <li>Classification of living and non-living things</li> <li>Our responsibility for the well-being of other living things</li> </ul>	<p><b>Term 2</b></p> <p><b>Who we are</b>  <b>Concepts:</b> Form, Change  <b>Related concepts:</b> Growth, Systems  <b>Central Idea:</b> Every day I learn about how I am growing  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What my body looks like on the inside and out</li> <li>How I grow and change</li> <li>What I need to be healthy</li> </ul>	<p><b>Term 3</b></p> <p><b>How the world works</b>  <b>Concepts:</b> Change, Connection  <b>Related concepts:</b> Seasons, Weather  <b>Central Idea:</b> Change affects our lives and environment  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Changes in the seasons</li> <li>How seasonal change affects our lives</li> <li>How seasonal change affects our environment</li> </ul>	<p><b>Term 4</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Reflection  <b>Related concepts:</b> Self expression, Communication  <b>Central Idea:</b> People express themselves in many ways  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different mediums for expressing ourselves</li> <li>Creating and presenting in different ways</li> <li>How a story is made up</li> </ul>	<p><b>Term 4</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Reflection  <b>Related concepts:</b> Self expression, Communication  <b>Central Idea:</b> People express themselves in many ways  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different mediums for expressing ourselves</li> <li>Creating and presenting in different ways</li> <li>How a story is made up</li> </ul>

Year 0	<p><b>Term 2</b></p> <p><b>Who we are</b>  <b>Concepts:</b> Function, Connection  <b>Related concepts:</b> Systems, interdependence  <b>Central Idea:</b> We are part of a team when we work together  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Working together helps us to solve problems</li> <li>People are grouped together for different reasons</li> <li>The different ways we can work together collaboratively</li> </ul>	<p><b>Term 3</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Reflection  <b>Related concept:</b> Interpretation, Creativity  <b>Central Idea:</b> Myths and legends inform and entertain us and help our imagination to grow  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Myths and legends help us to understand the cultures of other countries</li> <li>The different ways myths and legends are used to entertain and inform an audience</li> <li>The structure of stories</li> </ul>	<p><b>Term 4</b></p> <p><b>How the world works</b>  <b>Concepts:</b> Change, Causation  <b>Related concepts:</b> Cycles, Interaction  <b>Central Idea:</b> Our lives depend on the sun  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The sun as the source of energy and light</li> <li>The importance of the sun to life on Earth</li> <li>Night and day cycles</li> </ul>	
Year 1	<p><b>Term 1</b></p> <p><b>Who we are</b>  <b>Concepts:</b> Connection, Responsibility  <b>Related concepts:</b> Relationships, Behaviour, Resilience  <b>Central Idea:</b> Understanding feelings helps us in relationships  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Relationships are important</li> <li>How friendships are made and kept</li> <li>Our feelings and those of others</li> </ul>	<p><b>Term 2</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Reflection  <b>Related concept:</b> Communication  <b>Central Idea:</b> Cultures express and tell stories in different ways  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The purpose and dissemination of traditional stories</li> <li>The structure of traditional stories</li> <li>Common features of traditional stories</li> </ul>	<p><b>Term 3</b></p> <p><b>How we organise ourselves</b>  <b>Concepts:</b> Function, Causation  <b>Related concepts:</b> Networks, Roles  <b>Central Idea:</b> Our school functions effectively when roles and responsibilities are shared  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The people who help us in our school</li> <li>The roles and responsibility of people in our school</li> <li>Systems that are in place to maintain the order of our school</li> </ul>	<p><b>Term 4</b></p> <p><b>Sharing the planet</b>  <b>Concepts:</b> Responsibility, Change  <b>Related concepts:</b> Adaptations, Habitat  <b>Central Idea:</b> The world is for living things to share  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Animals structures and their functions</li> <li>The way animals structures differ to suit their environments</li> <li>Our responsibility for the well-being of animals in our communities</li> </ul>
	<p><b>Term 1</b></p> <p><b>Where we are in place and time</b>  <b>Concepts:</b> Connection, Function  <b>Related concepts:</b> Co-operation, Ownership  <b>Central Idea:</b> Public areas strengthen communities and provide people with opportunities to connect  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different public areas and their functions</li> <li>How public areas develop</li> <li>How public areas allow people to connect</li> </ul>	<p><b>Term 2</b></p> <p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Reflection  <b>Related concept:</b> Communication  <b>Central Idea:</b> Cultures express and tell stories in different ways  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The purpose and dissemination of traditional stories</li> <li>The structure of traditional stories</li> <li>Common features of traditional stories</li> </ul>	<p><b>Term 3</b></p> <p><b>How the world works</b>  <b>Concepts:</b> Change, Function  <b>Related concept:</b> Changes of state - solids, liquids and gases, heat  <b>Central Idea:</b> Heat energy affects the state of matter  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The properties that characterise solids, liquids, gases (related to particle behaviour)</li> <li>Temperature is a measure of the heat of an object and is related to how fast the particles that make up the object are moving and vibrating</li> <li>Changes of state always involve a transfer of energy</li> </ul>	<p><b>Term 4</b></p> <p><b>Sharing the planet</b>  <b>Concepts:</b> Responsibility, Change  <b>Related concepts:</b> Adaptations, Habitat  <b>Central Idea:</b> The world is for living things to share  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Animals structures and their functions</li> <li>The way animals structures differ to suit their environments</li> <li>Our responsibility for the well-being of animals in our communities</li> </ul>

Year 2	<p><b>Term 1</b></p> <p><b>Where we are in place and time</b></p> <p><b>Concept:</b> Change</p> <p><b>Related concepts:</b> History, Innovation</p> <p><b>Central Idea:</b> Life is changing</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How life has changed over time</li> <li>• The similarities between now and then</li> <li>• Factors that influence change</li> </ul>	<p><b>How the world works</b></p> <p><b>Concepts:</b> Change, Causation</p> <p><b>Related concepts:</b> Adaptation, Patterns</p> <p><b>Central Idea:</b> Life is adapted to suit weather changes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Weather changes and its affects</li> <li>• Instruments used to measure and record weather</li> <li>• Standard and non-standard measurement systems</li> </ul>	<p><b>Term 2</b></p> <p><b>How we organise ourselves</b></p> <p><b>Concepts:</b> Function, Connection</p> <p><b>Related concepts:</b> Networks, Roles</p> <p><b>Central Idea:</b> In communities there are special people to keep us safe</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The different roles of people who helps us in the community</li> <li>• Effective communication with emergency services</li> <li>• Responsible actions to take in an emergency</li> </ul>	<p><b>Term 3</b></p> <p><b>How we express ourselves</b></p> <p><b>Concept:</b> Perspective</p> <p><b>Related concepts:</b> Self-expression, Communication</p> <p><b>Central Idea:</b> Through the arts people express themselves in a variety of ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How the arts are inspired by different cultures</li> <li>• Exploration of different artistic expression</li> <li>• Personal expression through the arts</li> </ul>	<p><b>Term 4</b></p> <p><b>Sharing the planet</b></p> <p><b>Concepts:</b> Responsibility, Form</p> <p><b>Related concepts:</b> Reflection, Biology</p> <p><b>Central Idea:</b> All living things need each other to exist</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our responsibility to look after plants in our natural environment</li> <li>• Relationships within the natural environment</li> <li>• The role of living things</li> </ul>	
Year 3	<p><b>Term 1</b></p> <p><b>Who we are</b></p> <p><b>Concepts:</b> Perspective, Reflection</p> <p><b>Related concepts:</b> Communication, Empathy, Open-mindedness</p> <p><b>Central Idea:</b> Relationships are enhanced by learning about other people's perspectives and communicating our own</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Social interactions</li> <li>• Acknowledging others perspectives</li> <li>• Managing and resolving conflict</li> </ul>	<p><b>Where we are in place and time</b></p> <p><b>Concepts:</b> Causation, Change, Connection</p> <p><b>Related concepts:</b> Exploration, Discovery, Navigation</p> <p><b>Central Idea:</b> Exploration and discovery leads to new understandings and opportunities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons why people explore</li> <li>• Past and present explorations</li> <li>• Methods of navigation</li> </ul>	<p><b>How we express ourselves</b></p> <p><b>Concepts:</b> Form, Function</p> <p><b>Related concepts:</b> Movement, Body forms</p> <p><b>Central Idea:</b> Movement is a way to express ourselves</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of movement</li> <li>• Moving and responding to music</li> <li>• How cultures express their identity through dance</li> </ul>	<p><b>Term 2</b></p> <p><b>Sharing the planet</b></p> <p><b>Concepts:</b> Form, Connection, Responsibility</p> <p><b>Related concepts:</b> Conservation, Interdependence, Habitat</p> <p><b>Central Idea:</b> All forms of life share the natural environment in different ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different types of natural environments</li> <li>• Interdependence of life forms</li> <li>• The effect of humans on the natural environment</li> </ul>	<p><b>Term 3</b></p> <p><b>How the world works</b></p> <p><b>Concepts:</b> Form, Function, Connection</p> <p><b>Related concepts:</b> Efficiency, Magnetism</p> <p><b>Central Idea:</b> Understanding forces helps us to use them</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of forces</li> <li>• How forces work</li> <li>• How we apply our knowledge of forces</li> </ul>	<p><b>Term 4</b></p> <p><b>How we organise ourselves</b></p> <p><b>Concepts:</b> Function, Responsibility</p> <p><b>Related concepts:</b> Supply and Demand, Interdependence</p> <p><b>Central Idea:</b> Marketplaces depend on the ability to produce goods and supply services that can be exchanged</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Mediums of exchange in various marketplaces</li> <li>• Ethics of the marketplace</li> <li>• How and in what ways we depend on other people</li> </ul>

Year 4	<p><b>Who we are</b>  <b>Concepts:</b> Responsibility, Reflection, Causation  <b>Related concepts:</b> Choice, Relationships  <b>Central Idea:</b> Being informed enables us to make better choices  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Building positive relationships with others</li> <li>• Social, emotional and physical factors that influence our choices</li> <li>• Possible consequences of our choices</li> </ul>	<p><b>Sharing the planet</b>  <b>Concepts:</b> Responsibility, Perspective  <b>Related concept:</b> Conservation  <b>Central Idea:</b> Water is a finite resource that gives life to our planet  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Sources of water</li> <li>• How water is used</li> <li>• Responsibilities regarding water</li> <li>• Distribution and availability of useable water</li> </ul>	<p><b>Where we are in place and time</b>  <b>Concepts:</b> Causation, Form  <b>Related concepts:</b> Community  <b>Central Idea:</b> Understanding our place in the world gives us a local and global perspective  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our personal history</li> <li>• Our local history</li> <li>• Local and global relationships</li> </ul>	<p><b>How the world works</b>  <b>Concepts:</b> Form, Change, Function, Responsibility  <b>Related concepts:</b> Conservation, Transformation  <b>Central Idea:</b> Energy may be converted from one form to another and stored in various ways  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Forms of energy</li> <li>• The storage and transformation of energy</li> <li>• Conservation of energy</li> <li>• Renewable and sustainable energy</li> </ul>	<p><b>How we organise ourselves</b>  <b>Concepts:</b> Change, Causation  <b>Related concepts:</b> Communication, Systems and Ethics  <b>Central Idea:</b> Technological development impacts on the world of work and leisure  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Technology and inventions of the home, workplace and leisure activities</li> <li>• Circumstances that lead to the development of important inventions and their impact</li> <li>• The systems in the design process</li> </ul>	<p><b>How we express ourselves</b>  <b>Concepts:</b> Connection, Reflection, Perspective  <b>Related concepts:</b> Celebration, Culture  <b>Central Idea:</b> Celebrations create an awareness and appreciation of culture  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What different cultures celebrate</li> <li>• Why and how celebrations occur</li> <li>• Connections between culture and celebrations</li> </ul>
Year 5	<p><b>How we express ourselves</b>  <b>Concepts:</b> Perspective, Function  <b>Related concepts:</b> Creativity, Uniqueness, Identity  <b>Central Idea:</b> Through The Arts, people use different forms of expression to convey their uniqueness  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The diverse ways in which people express themselves</li> <li>• The need for artistic expression</li> <li>• The role of 'The Arts' in society</li> </ul>	<p><b>Sharing the planet</b>  <b>Concepts:</b> Responsibility, Reflection  <b>Related concept:</b> Conservation  <b>Central Idea:</b> Conservation of living things contributes to the continuation of species  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The endangerment of species</li> <li>• The role of conservation organisations</li> <li>• Our responsibilities towards conservation of different species</li> </ul>	<p><b>How the world works</b>  <b>Concept:</b> Change  <b>Related concept:</b> Chemical and physical transformations  <b>Central Idea:</b> Scientific study is necessary to understand changes in the world around us  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of matter</li> <li>• The processes that lead to changes of state</li> <li>• How scientific processes relate to everyday use</li> </ul>	<p><b>Who we are</b>  <b>Concept:</b> Connection  <b>Related concept:</b> Systems on different parts working together to function  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different body systems</li> <li>• Connections between the body systems</li> <li>• Keeping our bodies healthy</li> </ul>	<p><b>How we organise ourselves</b>  <b>Concepts:</b> Form, Function, Perspective  <b>Related concepts:</b> Persuasion, Choice  <b>Central Idea:</b> Advertising influences what we think and the choices we make  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The purpose of advertising</li> <li>• The language used to make advertising effective and to influence our choices</li> <li>• The different types of media used in advertising</li> </ul>	<p><b>Where we are in place and time</b>  <b>Concepts:</b> Causation, Change  <b>Related concepts:</b> Migration, Settlement  <b>Central Idea:</b> Human migration is a response to challenges, risks and opportunities  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The reasons people migrate</li> <li>• Migration throughout history</li> <li>• Effects of migration on communities</li> </ul>

Year 6		Term 1	<p><b>Who we are</b>  <b>Concepts:</b> Form, Function  <b>Related concept:</b> Citizenship  <b>Central Idea:</b> Communities are strengthened by their individuals  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Groups we belong to</li> <li>• Roles that strengthen a group</li> <li>• The ways I can strengthen the groups I belong to</li> </ul>	Term 2	<p><b>How we express ourselves</b>  <b>Concepts:</b> Connection, Perspective, Reflection  <b>Related concepts:</b> Communication, Technology  <b>Central Idea:</b> A variety of media facilitates local and global communication  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What communication media is</li> <li>• How media can be used to communicate messages</li> <li>• How different media connects to different audiences</li> </ul>	Term 3	<p><b>Where we are in place and time</b>  <b>Concepts:</b> Causation, Change, Connection  <b>Related concept:</b> Initiative  <b>Central Idea:</b> People shape the future through their actions  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons people take action</li> <li>• Actions people take can make a difference</li> <li>• Changes as a result of action</li> </ul>	Term 4	<p><b>How the World Works</b>  <b>Concepts:</b> Function, Reflection, Perspective  <b>Related concepts:</b> Systems, Opinion, Fact, Evidence  <b>Central Idea:</b> The scientific study of evidence promotes understanding  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The study of human physical characteristics</li> <li>• The collection and presentation of scientific evidence</li> <li>• The interpretation of evidence, events and findings</li> </ul>
		Term 1	<p><b>How we organise ourselves</b>  <b>Concepts:</b> Function, Responsibility  <b>Related concept:</b> Roles  <b>Central Idea:</b> Systems are developed to help us and keep us safe.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The need for personal and community preparedness</li> <li>• Systems that help us in our homes and communities</li> <li>• Our responsibilities to prepare for and respond to situations that endanger us</li> </ul>						

## Enhanced Learning

The Enhanced Learning Team in the Junior School is made up of a team of specialist and enrichment teachers who work with staff to cater for students with special needs.

### Philosophy of Student Services

Kristin Junior School acknowledges that the challenge of assisting all students to meet the highest possible standards has implications for the resourcing of intervention and extension programmes to meet each student's individual needs. In the Junior School our philosophy is that children with special needs:

- are entitled to the best possible education we can provide
- learn best in a nurturing environment of trust, acceptance and challenge
- form a significant part of our school
- require interventions which are based on sound educational knowledge and pedagogy to improve outcomes for the student
- have parents who can make a valuable contribution to educational planning and should be involved in the collaborative decision-making process.

#### We believe that:

- curriculum differentiation occurs in the classroom
- individualised intervention must be developed in recognition of the needs of the child
- intervention must respond to changes in the educational environment and needs of the child
- educational professionals are in partnership with students and families
- learning holistically (intellectual, social, emotional, physical and spiritual) is vital in a child's development
- learning is a socially interactive experience for all.

#### The Enhanced Learning Team works with the teachers and families to:

- identify students with special needs
- identify students who require intervention procedures
- plan and implement individual programmes for support/extension
- monitor and assess progress
- review and evaluate programmes of support/extension
- resource learning and special interest activities.

The Enhanced Learning Team works in collaboration with teachers of specific year levels to ensure the individual needs of students are catered for

#### The Enhanced Learning Team:

- plan, implement, advise on and record individual educational plans
- offer individual, small group or whole class support
- attend parent/teacher interviews with classroom teachers, when required
- liaise with outside agencies and school counsellors
- make appropriate referrals for specialist intervention.

#### Children with special needs include those who have:

- a sensory deficit, e.g. hearing, sight
- exceptionally high ability in a specific area
- a specific learning difficulty
- social and/or emotional problems
- behavioural problems
- a significant health problem
- English as a second language and are undertaking an English programme.

## Language - English

The English programme aims to develop the students' skills so that they are able to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts.

The English programme is divided into the following modes, which are interrelated to provide students' with the opportunities to select and use sources of information, processes, and strategies to identify, form and express ideas.

- **Listening, Reading, Viewing** (making meaning of ideas or information received)
- **Speaking, Writing, Presenting** (creating meaning for themselves or others)

Teachers provide a range of learning contexts for the children, which involve them using the modes in interrelated way. English is taught within specific reading, writing, speaking and listening sessions as well as across all subject areas.

At every year level, activities simultaneously enable students to learn language, learn through language and learn about language. They learn about the systems involved in oral and written English language and develop knowledge of the processes involved in listening, speaking and reading, viewing and writing in a variety of situations for a variety of purposes.

Classroom programmes provide opportunities for use of English in a range of contexts for different purposes and for learning English as they gather and disseminate information. Classroom teachers provide opportunities for students to use language to learn within other subject areas and to learn how English is used in these subjects.

Specific English sessions teach students the conventions of English, such as the sound system (pronunciation, intonation, stress etc) and the written system (spelling, word derivation, punctuation, grammar etc).

However, students need to do more than learn to read and write: they are taught to use their literacy tools to meet specific learning purposes across the curriculum. This means that students read and write texts in ways that help them organise their thinking, construct and create meaning, communicate information and ideas in both print and electronic texts.

There is a Junior School-wide system of editing. Children use three highlighted colours to focus carefully when proofreading. Yellow highlighter - "Go for gold" - Children highlight specific literacy goals. Pink highlighter - "To think" - Children highlight words which could be improved or sentences which need more information or don't make sense. Blue highlighter - "To do" - Children highlight possible spelling, punctuation or grammatical errors.

**In Kindergarten** the focus is on establishing the foundations for English learning in the context of the school. Teachers build on the children's enthusiasm for learning and provide stimulating and enjoyable classroom experiences, which enable the children to develop their knowledge and skills in the modes of English. Through active participation in a stimulating, supportive environment the children gain confidence and perceive themselves as speakers, listeners, readers and writers.

**In Years 1 and 2** the focus is on extending the children's English abilities and their knowledge of how language is used in a broad range of contexts. With teacher support and through the sharing of text, children develop an appreciation of the characteristics of language in use.

They are assisted to develop a range of strategies needed for effective speaking and listening, reading and writing. A stimulating and supportive programme providing a wide range of learning contexts gives them the opportunity to develop a repertoire of skills for interpreting and constructing meaning from spoken, printed and non-print texts.

**In Years 3 and 4** the focus is on developing the students' independence and skills in speaking and listening, reading and writing, and how to collect, respond to and organise ideas and information. They are encouraged to develop and use a broad range of strategies for confidently conveying meaning in speech and writing. They construct meaning from, and respond to, spoken, printed and non-print texts, and are encouraged to speak, read and write with some critical awareness, using a variety of texts with relatively simple and obvious structures. Students are assisted to develop, recognise and respond to basic literacy forms and characteristics of some mass media and everyday texts. Students are developing expertise in locating and evaluating information and ideas with texts.

**In Years 5 and 6** the focus is on expanding the range and complexity of the texts children speak, listen to, read, view and write. There is a particular emphasis on responding to fiction and factual texts with more critical awareness and on developing more advanced research and reporting skills. During classroom activities the children are shown how to recognise the differences between written and spoken texts of different types – formal, informal, personal and public – and how these relate to purpose and context. They are taught how to read, write and respond to a variety of text types. There is particular emphasis on developing more conscious reflection on how language is used to construct meaning, including the ways grammar works in this process, and the correct terms to use when talking about these features of language. As their expertise develops, students use their reading and writing to become more reflective about their learning.

## Language - Chinese

Learning a second language is a key component of the PYP and is considered essential to an international education and for enriching intercultural understanding. Through the learning of another language, students are encouraged to not only develop their ability to speak more than one language but also to broaden their understanding and appreciation of their own and other cultures, and to learn to live in a multicultural society like New Zealand.

In learning English and Chinese, children gain a better understanding of their mother tongue and expand their vocabulary in both languages.



Kristin's Chinese programme aims to enable learners to:

- Lay a basic foundation for their future conversational skills
- Develop their use of basic Chinese language
- Increase their understanding of the systemic nature of the Chinese language and languages in general
- Further develop self-awareness and a sense of personal and cultural identity
- Prepare for a broader range of experiences in future use of the language in social and cultural activities, including leisure, work and study
- Increase awareness of the multilingual and multicultural nature of New Zealand and other societies

Through a variety of teaching and learning experiences the students are encouraged to use the language to communicate through:

- Participating in simulated and, where possible real situations related to the practical aspects of everyday life
- Seeking out and understand factual information conveyed orally, visually or in writing
- Developing communication strategies
- Developing strategies for expanding knowledge and skills in the language and for increasingly managing their own language

The study of Chinese begins in Kindergarten and provides an introduction to second language learning in a fun-filled, practical and communicative way. Students begin with basic vocabulary and grammatical structures. Activities are chosen to promote students' knowledge and skill of the language and the society and culture of China.

**In Years 0 to 2** the emphasis is on the development of listening and speaking skills. Role-plays, skits, various language games, songs, poems and rhymes help the children to develop confidence in speaking a foreign language and an authentic Chinese accent. Basic Chinese characters are also introduced at this time with a focus on understanding their meaning.

**In Years 3 and 4** students are immersed as much as possible in the sounds and spoken words of Chinese, the meaning of which is made clear through participation in active listening and action-related talk, gestures, role-plays and games.

They socialise in structured situations and activities in the classroom, with a focus on topics such as numbers, animals, body parts, colours, family, and a variety of adjectives, adverbs, pronouns and action words. Students begin to recognise the importance of tone in Chinese speech and observe that the sounds of Chinese can be encoded in Pinyin using familiar letters.

Students begin to be introduced to common radicals and characters. They view characters labelled in Pinyin and learn to recognise characters that represent familiar objects and ideas that convey significant cultural meanings.

**In Years 5 and 6** all four skills of listening, speaking, reading and writing are included to facilitate progress in the language, but with a focus on spoken rather than written language.

With teacher support students begin to use Chinese to communicate their own ideas, ask and answer questions, describe people and objects and recount events. They engage in the exploration of patterns and features of the language. Aspects of food and fruit, countries and languages, daily routines and money and prices will be learnt through songs, rhymes, stories and games.

They record and learn new vocabulary by using word lists in Pinyin and use Pinyin to prepare drafts of spoken texts.

Students continue to be introduced to common radicals and characters. They view characters labelled in Pinyin and learn to recognise characters that represent familiar objects and ideas that convey significant cultural meanings.

At Kristin we explore Chinese language and culture by participating in experiences such as the celebration of Chinese Festivals.

Chinese background speakers are catered for in teaching and learning according to their individual level and needs.

The resources for all vocabulary, sentence structures, role-plays and stories are available in myKristin. Families are strongly encouraged to use these at home to help children practise their oral skills, build their vocabulary and develop their confidence in using the language on a regular basis beyond the classroom.

## Language - Te Reo and Tikanga Māori

At Kristin School the use and understanding of Te Reo and Tikanga Māori is affirmed and fostered. Students leaving the Junior School at the end of Year 6 should be able to engage in a range of Māori settings throughout their lives and have an appreciation of our Māori culture and shared bi-cultural heritage.

The New Zealand Curriculum states...

Ko te reo te Manawa pou o te Māori,  
Ko te ihi te waimanawa o te tanagata, Ko te roimata,  
Ko te hupe te waiaroha. Ko toku nui, toku wehi,  
toku whakatiketike, toku reo.

Te reo Māori is indigenous to New Zealand. It is a toanga recognised under the Treaty of Waitangi, a primary source of our nations' self-knowledge and identity and an official language. By understanding and using Te reo Māori, New Zealanders become more aware of

the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world.

Ko te reo Māori te kakahu o te whakaaro,  
Te huarahi i te ao turoa.

By learning Te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori, journey towards shared cultural understandings. All who learn Te reo Māori help to secure its future as a living, dynamic and rich language. As they learn, they come to appreciate that diversity is key to unity.

Te reo Māori underpins Māori cultural development and supports Māori social and economic development in Aotearoa New Zealand and internationally. Understanding Te reo Māori stretches learners cognitively, enabling them to think in different ways and preparing them for leadership.

By learning Te reo Māori, students are able to:

- Participate with understanding and confidence in situations where Te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives
- Strengthen Aotearoa New Zealand's identity in the world
- Broaden their entrepreneurial and employment options to include work in an ever increasing range of social, legal, educational, business, and professional settings.

Ko te manu e kai ana i te miro, nōna te ngahere.  
Ko te manu e kai ana i te mātauranga, nōna te ao.  
Ko te reo te mauri o te mana Māori

## Language - French, Japanese and Spanish

### Taster programmes in Year 5 and 6

In order to widen students' base of foreign languages and to help our Year 6 students make informed decisions regarding language choices in Year 7, we introduce taster languages in French, Japanese and Spanish.

These programmes run for a term and include basic conversational language and emphasis on the culture and traditions of the country. Students experience five periods of each language.

Year 5 Spanish - Term 4  
Year 6 Japanese - Term 1  
Year 6 French - Term 2

# Mathematics

The aim of the Mathematics programme is to develop students' mathematical knowledge and skills so that they can deal confidently and competently with mathematical issues and problems both within and beyond the school.

The Mathematics programme includes the strands of:

- **Number, Pattern and Function** (number identification and sequence, place value, basic facts, strategies for calculation, patterns and relationships)
- **Shape, Space and Measurement** (creating, identifying, drawing, building and moving shapes, measuring, comparing and calculating using appropriate units of measurement)
- **Data Handling** (investigating, collecting, representing, interpreting data, probability)

The programme involves opportunities to learn Mathematics, learn about Mathematics and to learn through Mathematics. Mathematics is not regarded as a fixed body of knowledge to be transmitted but as a language and a way of thinking. Students' knowledge and skills are gradually developed through the manipulation of concrete materials and visualisation. These provide the foundation upon which children can build more abstract mathematical ideas and concepts. At all levels throughout the school, teachers ensure that abstract mathematical concepts are linked to something familiar. A wide variety of teaching approaches, materials and techniques are used to accommodate each child's learning style.

Carefully chosen activities, discussion and reflection are used by the teachers. These help the children to strengthen their acquisition of mathematical knowledge, skills and understandings.

**In Kindergarten** the programme focuses on relating Mathematics activities to the individual child and the immediate environment at home or at school. There are many hands-on activities involving concrete materials through which the children develop links between language, mathematical concepts and their environment. The emphasis is on developing a strong foundation of number concepts and numeration. Children are involved in a rich variety of situations that allow them to explore mathematical ideas and begin to use the language of Mathematics.

**In Years 1 and 2** the focus is on the development of children's key number knowledge. The programme includes a range of activities in all strands that are linked to children's personal experiences and real world contexts. Children begin to explore different strategies for solving number problems and are taught how to explain their thinking using mathematical language.

**In Years 3 and 4** the programme focuses on the extension of children's number knowledge and greater exploration of patterns. Children are provided with opportunities to develop a range of strategies through authentic tasks and are taught to select and explain efficient methods of solving problems. The programme encompasses both number and strand activities that are meaningful and enable students to make connections between their learning and the world around them.

**In Years 5 and 6** the programme focuses on further developing the children's awareness of the role and significance of Mathematics in and beyond the classroom. Children discover, demonstrate and explain appropriate methods of mathematical calculations. The programme emphasises the importance of drawing on a range of strategies for problem-solving situations.

## PYP Inquiry - Social Studies

Social Studies is viewed as the study of people in relation to their past, present and future, their environment and society. Social Studies encourages curiosity and develops an understanding of a rapidly changing world.

Through Social Studies the children learn about the major elements of societies and their environments, communities, cultures other than their own, New Zealand history and geography, civics and citizenship and the effect of change on culture, social systems and environments.

**In Kindergarten to Year 2** the programme focuses on the study of the lives of the students, their friends, families and their environment. They will appreciate why people belong to groups and the different roles of members within the school community. Students will explore what to do if there is an emergency and the different people who are available to help them if needed. They will gain a greater sense of time, recognising important events in their own lives and the place in which they live.

**In Years 3 and 4** students will extend their understanding of human society, focusing on others in their community as well as communities from different places. They will gain an understanding of how and why people manage resources. Students will gain an appreciation of how cultural groups may vary in their customs and practices and how celebrations create an awareness of culture.

**In Years 5 and 6** students will recognise different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organised within communities, and how participation within groups enriches the lives of those members. Students will explore migration and the challenges, risks and opportunities that are present when moving to a different place. They will consolidate their understanding of time, recognising how ideas, actions and discoveries have changed the lives of those in the present and appreciating how the past is recorded and remembered in different ways.

## PYP Inquiry - Science

The inclusion of Science within the curriculum encourages curiosity, develops an understanding of the world, and enables students to develop a sense of responsibility about their actions and the impact of these on themselves, others and the Earth.

The aim of the Science programme is to enable children to acquire scientific skills and knowledge and to develop and use the skills of scientific investigation to ask questions and seek solutions.

The programme encompasses living things, Earth and space, materials and matter, forces and energy and the nature of Science and its relationship to Technology.

**In Kindergarten to Year 2** students will develop their observational skills by using their senses to gather and record information, they will then use their observations to identify patterns, make predictions and refine their ideas. They will begin to look at variables and the idea of fair testing.

**In Years 3 and 4** students will gather and record observations in a number of ways and reflect on these findings. Using predictions to test and refine their ideas will allow students to reflect on their own findings and summarise what they have learnt. Students further develop the skills for scientific procedures and processes such as hypothesising, designing, measuring, data collection and interpretation and implications for action.

**In Years 5 and 6** students learn about the important features of experimentation through investigations. They are encouraged to form questions to guide investigations and to identify the type of evidence that would be needed to answer particular scientific questions. Students will communicate their ideas and provide explanations using their own scientific experiences and those of others.

## PYP Inquiry - Personal and Social Education (PSE)

Personal and Social Education is included in the curriculum in order to help students develop an understanding of how to manage and communicate their feelings, understand how their choices and practices can promote and maintain their health and safety, develop an awareness of social norms and perspectives, build relationships and develop strategies to resolve conflicts, recognise their rights and responsibilities towards others and the environment, and develop self management strategies to become a successful learner.

Personal and Social Education is not a subject as such. It can be found in every subject area and has a special role to play in students' development.

**In Kindergarten to Year 2** the major focus is on developing an understanding and recognition of the physical, social and emotional aspects of health and well-being. School and family contexts provide concrete examples that children can relate to and draw upon to explore these aspects.

**In Years 3 and 4** the children explore the similarities and differences between people and see that different settings will mean different physical, social and emotional expectations and behaviour. They also explore strategies they can use to enhance the different aspects of health and working with others.

**In Years 5 and 6** the programme focuses on the physical, social and emotional changes occurring during transition between life stages. The children consider what it means to be healthy and how this involves a balance of social, physical and emotional dimensions. They identify influences on personal and group behaviour and propose actions and attitudes that can promote health.

# The Performing and Creative Arts

Kristin Junior School seeks to develop a life long love of learning through the provision of a stimulating curriculum enriched through the Arts. The International Baccalaureate Primary Years Programme and the New Zealand National Curriculum Frameworks provide the foundation of the teaching programme of the four arts disciplines - music, dance, drama and visual art. This programme is enhanced further by the wide range of cultural activities offered with the additional benefit of children mixing purposefully across the year levels.

The aim of the Performing and Creative Arts programme is to provide children with opportunities to explore and develop their talents. The programme provides a wide range of performances and exhibition opportunities, such as our annual musical production, the art show and other events showcasing students' work.

Students spend one or two terms a year in each of the following disciplines:

- Instrumental Music and Movement
- Visual Arts
- Vocal Music and Drama

These programmes are supported by the classroom teachers. Some units of inquiry are connected to those taught in classrooms and other are skills based stand alone ones.

## **Instrumental Music and Movement**

### **Instrumental Music**

Sound from natural, acoustic, and digital environments is the source material for expressive ideas in music. These ideas are manipulated and extended into forms, genres, and styles that are recognised as music. Music is a fundamental form of expression, both personal and cultural. By sharing, responding and creating music, students contribute to the cultural life of their school and develop knowledge and deeper understandings of music.

In the classroom programme for music, students are taught basic music knowledge and skills and the emphasis is on practical music-making. They work individually and collaboratively to explore the potential of sounds and technologies and have rich opportunities to further their own creative potential by thinking and exploring sound and media.

Students develop literacy in music as they listen and respond, sing, play instruments, create and improvise, read symbols and notations, record sound and music works, and analyse and appreciate music. This enables them to develop aural and theoretical skills and to value and understand the expressive qualities of music. The music programme is taught by specialist teachers and supported by the classroom teachers.

### **Movement and Dance**

The aim of the movement and dance programme is to provide students with a unique medium for developing self-esteem, social interaction and physical expression. The distinctiveness of discipline comes from the ability to use symbolic movements to express and communicate meaning. Students experiment and learn about body awareness and body activities in creative and set dance forms.



As students engage in practical activities, they explore elements of space, time, energy and relationships. In the PYP program, the movement and dance program makes a valuable contribution as an art form while enhancing cross-curricular learning.

### **Visual Arts**

The visual art programme aims to develop the artistic understanding, knowledge, skills and confidence of each student through a wide range of art, craft and design lessons.

Carefully planned age-appropriate activities enable students to create art, in response to experiences and stimuli, in two or three dimensional forms. This could include drawing, painting, printing, collage and sculpture, etc.

A student's work may express unique ideas, beliefs and personal perspectives as they learn ways of experimenting and developing their ideas. Students view and respond to art and also share their own work with others.

The visual arts programme unpacks the elements of art: line, colour, texture, shape, form and space. It also explores the following principles of art as appropriate: pattern, contrast (variety), emphasis (focal point), balance (unity), proportion (scale), harmony and rhythm (movement).

Students investigate art ideas and methods from several cultures and develop an understanding of the function of art, in this context.

The visual art programme fosters individual creative thinking and inventing, problem solving, perseverance and reflection. It caters to the varying pace and skill at which individual students work.

### **Vocal Music and Drama**

These two disciplines enhance the students' confidence that is transferable to other aspects of their life and studies.

In Vocal Music, students are exposed to a wide range of music, through responding and creating, using their own instrument – the voice. The aims of the programme include introducing, developing and consolidating music knowledge and skills. It promotes the love of singing and listening to music in everyday life.

When responding to music, students begin with using their voice to imitate sounds and learn songs, which they sing individually or in harmony with others. Students progress from describing how music makes them feel to interpreting and explaining the cultural or historical perspective of a musical composition.

The creative journey begins with the use of vocal sounds and rhythms to express feelings and ideas. Eventually students can create a musical composition expressing their ideas and feelings on a social issue. Students progress from participating in performing and creating music to presenting innovative musical performances on a selected issue.

Drama enables students to link their imagination, thoughts and feelings with drama practice. They reflect on their own performances, and that of others, and gain understanding about themselves and the cultural diversity of New Zealand. Through learning about the techniques, elements and conventions in acting, students will develop their skills for responding to and creating scenes, exploring, representing and interpreting a variety of cultures, societies and other issues. Drama also provides a powerful means to develop the essential skills described in both the NZ and PYP curriculum frameworks.

When responding, students talk about ideas and feelings in response to dramatic performances during their early years. They describe how drama plays an innovative role in communicating ideas with cultures and societies in the final year of the Junior School. When creating, students explore familiar roles, themes and stories dramatically in the initial stage and manipulate a variety of different drama strategies and techniques to create scripts, characterisations and contexts during the final stage.

## Physical Education

Physical Education aims to promote a healthy lifestyle among students.

The Physical Education programme offers each child the opportunity to acquire competence in a range of motor skills and to apply these skills to games. It contributes to the healthy physical, social and emotional development of students whilst refining skills at a level appropriate to each child.

**In Kindergarten to Year 2**, children are given the opportunity to learn the essential motor skills upon which later learning is dependent. These skills include catch, throw, bounce, kick, aim, run, jump, leap, dodge, skip, hop, roll and balance which are taught within the context of physical and sport education. The core units of the Physical Education Curriculum are Perceptual Motor Programme (Kindergarten - Year 1), large ball skills, gymnastics, co-operative games, fitness, dance, athletics, skipping, striking skills, small ball skills and swimming.

**In Years 3 to 6**, students are exposed to a broad range of transitional, or lead-up motor skills and activities. These are combined or modified in a variety of ways and are taught through individual practice or in group activities. Students practice these skills through the introduction of conventional sports in preparation for school competition. The children are offered an addition to the gymnastics programme with a class visit to the Gymnastic Centre (odd years) or Trampoline Centre (even years) and a visit to the Hilton Brown Swimming Pool in Albany for aquatic awareness. Also, a visit to loG - a golf driving range adjacent to Kristin.

By providing children with a broad range of activities it is hoped that they will initiate an involvement in various healthy activities in their own leisure time.

At Kristin, Physical Education is an important part of the curriculum. It assists students to develop an understanding of the balance of physical, social, spiritual and mental aspects of health in the effective functioning of individuals. It promotes a sense of their own and others' worth, dignity and rights as individuals and a member of a group.

## Sport

Kristin Junior School offers a wide range of sports opportunities for active students:

- Badminton
- Climbing
- Fencing
- Flippaball (mini waterpolo)
- Football - summer and winter
- Golf
- Gymsports (including Rhythmic Gymnastics)
- Hockey - summer and winter
- Miniball - mini basketball
- Netball - summer and winter
- Orienteering - introduction
- Playball
- Rugby - Tackle, Rippa, Touch
- Running club
- Table Tennis
- Taekwon-Do
- Tennis coaching
- Snow sports - skiing and snowboarding
- Surfing
- Yachting

In addition to these sports, students participate in a competitive sports programme through the Year 4-6 Swimming sports, the Junior School Cross country event and the Year 4-6 and Year 0-3 Athletics days.

From each of these events a team is chosen to represent Kristin at an Interschool event held most years, a competition against local cluster or broader 'super' cluster of schools.

Annual sports exchanges have been established with Southwell School (Hamilton, both summer and winter sports) and Scotch College (Adelaide), allowing students to utilise the skills developed through the Physical Education Programme.

In the winter there is an interschool sports tournament held at Kristin, with five sports tournaments and 10 visiting schools competing.

Some codes also offer Primary School zone one-day competitions e.g. Badminton, Table Tennis, Rugby, Netball, Golf (3-day competition) or Schools competitions e.g. Gym Sports.

## Sport Code of Conduct

As a Kristin student I will:

- Always listen to my coach and follow instructions
- Do the activity that my coach requires and strive to achieve my personal best
- Be on time for practices and games
- Tell my coach at least two days before practices and matches if I cannot play
- Play fair at all times
- Be polite and respectful towards the other team, shake hands with the opposition and respond with a kind comment
- Use good manners with my team mates, coaches, referees/umpires, manager and supporters
- Wear the correct Kristin sports uniform with pride
- Not argue, but respect the referee/umpire
- Fully commit to all games and practises for this team, as I understand that if I do not show up my team may have to default or be pulled out of the competition

Players who do not adhere to the Code of Conduct will be referred to Mrs Ackroyd or Mr Messervy by the coach or manager. Continual inappropriate behaviour will result in a stand down period.

As a parent, supporter, or official I have a responsibility to my child and the sporting community to always behave in a positive supportive manner towards all personnel involved in sport, in both Kristin and opposing teams, parents and officials.

## Outdoor Education

The outdoor education programme aims to introduce students to, and progressively develop skills in camping, adventure activities and social interaction. It focuses on personal development through interaction with others and responsible use of the natural environment. It is a holistic study combining education of the mind, body and soul.

Structured outdoor experiences promote aspects of personal development, such as self-esteem, resourcefulness, interdependence, independence, leadership, judgement, cooperation, tolerance and determination. Students are faced with challenges, which provide the opportunity for personal growth and the extension of their horizons.

Experiences in the outdoors allow students to become more aware of the effect we have on the planet, and encourage them to develop and implement more ecologically sound living principles. Students are involved in practical work, which assists in the preservation of natural resources and the reversal of human impact on visited areas.

**In Year 3** the programme is based at Kristin where students are introduced to the outdoor education experience involving two days and one night duration. For some students this experience will be their first extended period away from home and family. Students will be encouraged to establish a positive sense of team work and cooperation. The programme includes team building, outdoor and camping activities.

**In Year 4** the programme is based at Huia in the Waitakere Ranges. The programme is of three days duration, and operates from an established camp where students are accommodated in tents and bunk rooms. The programme allows students to begin to develop independence and self-reliance in a caring, fun-filled environment. The notion of living as a member of a small community, which is reliant on its members and the ensuing interaction, is also developed. Activities are linked to the classroom curriculum.

The programme includes:

- Beach and cave activities
- Exploration of Karamatura Stream and bush
- Team building
- Outdoor and camping activities

**In Year 5** the programme is based at Camp Bentzon on Kawau Island. Students participate in this 5-day programme, and are accommodated in bunk rooms. The programme introduces a range of experiences that promote social interaction, leadership and group skills, and appreciation of the surrounding environment. Students will also experience living with peers, and develop personal organisational skills that form the basis for further outdoor education programmes.

Activities include:

- Kayaking
- Sailing
- Archery
- Swimming
- Bivouac Construction
- Fishing
- Raft Construction
- Confidence Course
- Hiking
- Camping

**In Year 6** the programme is based at Lakewood Lodge, Huntly. The 5-day outdoor education experience at Lakewood Lodge on the shores of Lake Whangape aims to motivate and challenge students to achieve their personal best through a comprehensive programme of individual and team activities and tasks. Students gain confidence in themselves and their abilities as well as develop personal and group responsibility as they work through each exciting and challenging activity. Students learn to co-operate and collaborate effectively as members of a team to overcome obstacles and complete challenges, taking on leadership roles as required by the tasks.

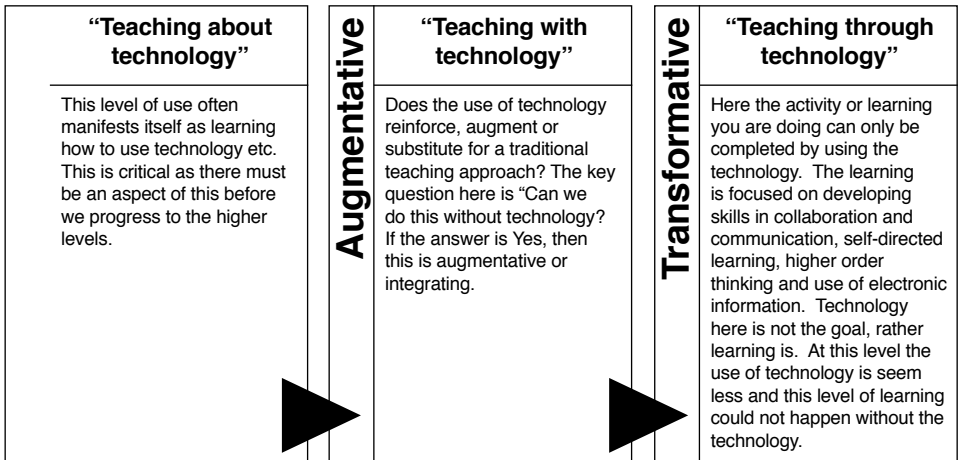
Outdoor activities may include:

- Bush cooking
- Camping
- Team building
- Confidence course
- Kayaking
- Flying fox
- Horse riding
- Climbing wall
- Waterslide
- Archery

# Teaching and Learning Technologies

The use of Teaching and Learning Technologies are integrated into all Units of Inquiry. The curriculum determines the use of these devices in the classroom programmes. Once teachers have identified the concepts, knowledge, skills and attitudes to be developed during a UOI they also consider the most appropriate way to use the technology on offer to ensure the students enhance their learning and deepen their inquiry.

Research shows a rapid progression to ‘transformative’ integration of technology in teaching and learning. Devices such as laptops, tablets and smartphones are acting as excellent enablers for our staff and students to integrate technology into the classrooms and beyond. The following image outlines three stages of technology use in education:



Based on grappling with accountability: Mapping tools for organizing and assessing technology for student results, Bernajean Porter

We make extensive use of iPads from the Kindergarten through to Year 6. Students in the younger years (up to Year 3) use pods of iPads in class while Year 4 to 6 students bring their own device to school and have exclusive use every day.

This BYO-Tablet programme has been introduced in the Junior School for the following reasons:

- Light and portable, a device that is easy to carry and store
- Instant start-up allowing efficiencies within the classroom
- Longer battery life (on average 10 hours) so students do not need to bring chargers to school
- The touch-screen use is intuitive
- Quick and easy access to educational Apps
- Technical support will continue to be provided on-campus

Each classroom provides access for students to an Apple TV for collaboration and sharing of work through technology, as well as a traditional computer and pods of laptops to be employed when appropriate.

## Houses

All students and staff in the Junior School are part of a House system, which provides opportunities for children from all year levels to meet and work together. House teachers and students meet regularly. All members of a family are in the same House and therefore can be involved in activities together.

Houses provide a vertical structure across all age groups within the Junior School where a spirit of co-operation and cross-age care is fostered. There is a major focus on the development of leadership and interpersonal skills through a variety of co-operative activities. House activities aim to assist in the students' emotional, social, intellectual and physical development. House leaders are Year 6 students who are elected for the positions by their fellow House members, including students and staff.

Apollo - Blue  
Jupiter - Red  
Mariner - Green  
Saturn - Yellow

House activities include:

- Swimming, athletics and other sporting events
- Participating in co-operative games and activities
- Planning and conducting special days for the school community and invited guests

## The Junior Library - The Hive

The Hive is an excellent resource which aims to support each child's learning and well-being in a variety of ways.

Our goal is for each child to develop a real passion for reading and we encourage all children to read widely from our rich collection of current and exciting literature. We have an extensive and developing collection of digital resources including eBooks and audiobooks, available for download 24/7 from anywhere for students using BYO devices which complements our extensive physical collection.

When children visit the Hive with their class, or in their own time, the Librarians are always keen to help them select books to match their interests and reading levels. We love to share and discuss books the children have read and encourage them to do this.

The Hive also has a superb collection of resources which have been carefully selected to support and complement PYP inquiry. We play a key role in supporting the children's information needs in responding to their requests for knowledge. Our goal is to support their classroom information literacy programme and to help them use e-learning and digital tools effectively.



## Assessment and Reporting

Assessment of student progress is a continuous process. It involves the use of a range of strategies to gather information about each student's knowledge, skills and attitudes in all curriculum areas. Each assessment task is explicitly linked to the class programme and is based on identified learning outcomes. Teachers use the information gained from assessment to plan future teaching and learning experiences.

When gathering data about the progress of a student our emphasis lies in the following areas:

- On skills and knowledge demonstrated through a variety of tasks completed in class over a period of time
- On contributions to class and group activities
- On processes used in individual and group work
- On product as a result of the learning that has taken place
- On work habits and efforts

A range of assessment strategies are used to monitor student progress in a variety of contexts over a period of time, including:

- Student observation
- Student self-assessment
- Peer assessment
- Teacher devised assessment tasks
- Diagnostic and standardised tests
- Checklists
- Anecdotal records
- PAT Tests
- Formative, Summative and Evaluative Assessments
- e-asTTle

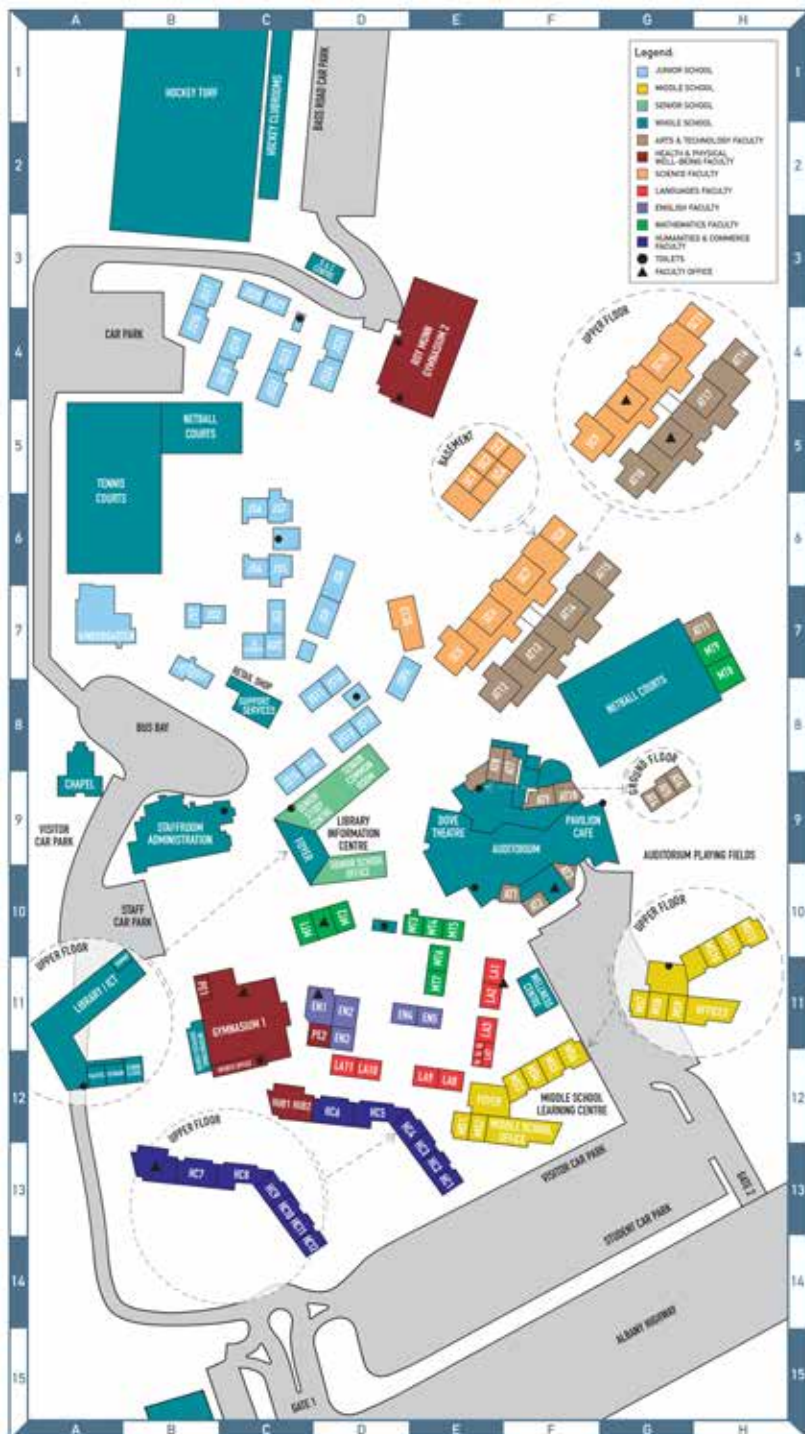
Many reporting procedures are commonly used to communicate information about student learning to parents. For example:

- Formal and informal written reports
- Formal and informal parent teacher discussions
- Student Teacher Parent conferences
- Student Led Conferences
- PYP Exhibition

Kristin Junior School's Report is a comprehensive view of individual student's achievement and progress. This is sent home twice yearly.

Students in Year 0-3 will receive a National Standards report in their birthday term and one 6-months later to show progress towards the National Standards for Reading, Writing and Mathematics.







# Kristin

JUNIOR SCHOOL

**FUTURE READY**

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