



Crofton Downs
PRIMARY SCHOOL

Curriculum Plan for Teaching and Learning

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We have high aspirations to deliver on four key groups of strategic goals. These are our Pou; the foundations and support for our next 3 years development and growth at CDPS. We are developing capabilities and knowledge alongside our core teaching and learning practices. This will help us reach these goals and realise the school's vision, mission and spirits.

Quality Teaching and Learning

At CDPS we provide high quality and equitable learning opportunities for all ākonga

Relationships and Partnerships

At CDPS we ensure strong engagement and relationships with our community

Wellbeing and Inclusion

At CDPS we provide a safe, inclusive environment that enables all ākonga to learn

Cultural responsiveness

At CDPS our culturally responsive practices support achievement by identifying, nurturing and utilising the strengths of ākonga



Manaakitanga

Whanaungatanga

Kaitiakitanga

Heart

Spark

Success

Creativity

Courage

High Quality Teaching and Learning

At CDPS we provide high quality and equitable learning opportunities for all ākonga

Improvement of
ākonga
achievement
through explicit and
deliberate teaching
of Maths and
English

Equitable outcomes
for all students
across the
curriculum

High teacher
capability in
assessment
practises and use of
data

Effective
leadership of
curriculum change
and
implementation



Manaakitanga

Whanaungatanga

Kaitiakitanga

Heart

Spark

Success

Creativity

Courage

Relationships and Partnerships

At CDPS we ensure strong engagement and relationships with our community

Enhanced partnerships with a diverse range of whānau groups

Shared community understanding of the CDPS curriculum

Using local resources for rich learning opportunities

Our whānau and kaimahi working together for improved learning outcomes

Improved attendance rates



Manaakitanga

Whanaungatanga

Kaitiakitanga

Heart

Spark

Success

Creativity

Courage

Wellbeing and Inclusion

At CDPS we provide a safe, inclusive environment that enables all ākonga to learn

Safe, bullying-free environment for all

Consistent and effective delivery of evidence based wellbeing and health programmes

Kaimahi demonstrate high capability to support inclusion

Ākonga have an understanding of diversity and support each other to feel safe and included



Manaakitanga

Whanaungatanga

Kaitiakitanga

Heart

Spark

Success

Creativity

Courage

Cultural responsiveness

At CDPS our culturally responsive practices support achievement by identifying, nurturing and utilising the strengths of ākonga

We uphold our commitment to Te tiriti o Waitangi

Our kaimahi are deliberate in developing their inclusive practises

We have strengthened connections with mana whenua and whānau

Our ākonga have a strong sense of belonging

About Crofton Downs Primary School

Crofton Downs Primary School was established in 1970, originally as Chartwell School (the name changed in 2008). The school is surrounded by bush and values outside play and exploration. Students are encouraged to utilise the large number of open spaces and in March 2019, the school opened an outdoor classroom which reinforces the value placed on the outside environment. The junior school curriculum is delivered primarily via play-based learning.

We have positive links across our northern cluster schools and are part of our local Kāhui Ako*, Te Kāhui Ako o Tarikākā. The Kāhui Ako focuses on four achievement challenges:

- Strong, secure cultural identities and sense of belonging
- Hauora and wellbeing
- Confident, capable empowered learners
- Equitable outcomes for all

We also have strong links with the Japanese community, with a long shared history and an after-hours Japanese supplementary school has been operating on our site since 1980.



Giving effect to Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At CDPS, commitment to giving effect to the principles of Te Tiriti o Waitangi is woven into the fabric of our educational ethos. Recognizing the dual cultural heritage of Aotearoa, the school embraces the principles of the Treaty. Through a curriculum that integrates Māori perspectives and values, students at CDPS gain understanding of the rich cultural history that defines New Zealand. Te reo Māori is not only taught as a language but is also integrated across the curriculum, fostering a sense of belonging and understanding.

Additionally, the school actively engages with our local Māori community, seeking input and involvement in decision-making processes to ensure that the school operates in a manner that respects and upholds the spirit of Te Tiriti. By embodying the principles of Te Tiriti o Waitangi, CDPS strives to create an inclusive and harmonious learning environment that prepares students to be culturally competent and socially aware citizens of Aotearoa. CDPS policies, practices and action plans reflect New Zealand's cultural diversity and meet the needs of its Māori and Pacific Island students.

- ākonga have tikanga and te reo Māori integrated through the curriculum
- our active involvement in Kura Ahurea
- an active, weekly kapa haka programme is available for all students, in addition to our performance group for ākonga who wish to take part
- termly consultation and hui with whānau

Giving effect to Te Tiriti o Waitangi

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at CDPS can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at CDPS will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others.

Key Links to Te Mātaiaho (New Zealand Curriculum)

- The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture
- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Talk with learners / akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.

Our Vision for Crofton Downs Primary School

Crofton Downs Primary School is our place for learning, exploration, creativity and thinking. Our school reflects the community's place in Aotearoa, New Zealand; valuing and nurturing our tamariki, staff and whānau.

Our Mission

- To provide a **safe environment** that nurtures each individual child's spark to become a creative and passionate learner.
- To **value and celebrate diversity** in our school community, through inclusive learning, teaching and whānau engagement.
- To provide **rich learning opportunities** that develop a reflective, adaptable and confident learning community; learners who are enthusiastic about becoming responsible for their own growth and development.
- To **celebrate Māori culture** and strengthen our commitment to a bicultural Aotearoa New Zealand, through Te reo and Tikanga Māori; based on shared principles of whanaungatanga, manaakitanga and kaitiakitanga.



Our CDPS Community values:

Whanaungatanga: Whanaungatanga embraces the concepts of relationships and connectedness. It embodies a sense of community. During our community consultation Whanaungatanga was chosen as a value because it strongly reflects the sense of community that parents and caregivers already identify with and want to foster further; our Matariki Celebrations, Hui, Powhiri, Matsuri Gala, parents in the Courtyard at the end of the day, learners in our playgrounds during the day, the close relationships amongst all age groups of children and the collegial way that the adults work together all reflect Whanaungatanga. We will actively seek to partner with mana whenua to ensure we provide local history that accurately reflects the cultural narrative of our rohe (region).

Manaakitanga: Manaakitanga embraces the concepts of kindness and care for people. It reflects our learners' care for each other in the playground, our play buddies, friendship bench, the care that our House Leaders demonstrate to other learners and the care that our kaiako demonstrate towards each other and our tamariki.

Kaitiakitanga: Kaitiaki embraces the concept of guardianship of, and relationship with the sky, the sea, and the land. A kaitiaki is a guardian, and the process and practices of protecting and looking after the environment are referred to as kaitiakitanga. At CDPS our learners are passionate kaitiaki. Our special bush is an environment that acts as a catalyst for our learners' exploration, inquiry and passion for taking positive environmental action.



Our School Spirits

Our School Spirits are how we live as a school community. We recognise that they connect with each other and we use them to underpin our learning, teaching and interactions together. They are behaviours that support our learners to demonstrate **Manaakitanga, Whanaungatanga and Kaitiakitanga.**

We are a school of Heart, Spark, Courage, Creativity and Success

- We are a school of **Heart**, where we all help, care and support each other.
- We are a school of **Spark**, where we all get excited and energetic about learning.
- We are a school of **Creativity**, where we all show imagination and grow new ideas.
- We are a school of **Courage**, where we inspire and support each other to be brave in all we do.
- We are a school of **Success**, where we all celebrate our individual effort, skills and achievement.



Assessment and Reporting

At Crofton Downs Primary School we have an open door policy and welcome parents to visit teachers and/or the Principal to discuss any details concerning their children or the school. For teaching staff it is appreciated if an appointment can be made if the request is more than a quick question and answer.

We formally report to parents in the following ways:

February: We have a Meet the Teacher Evening where all of the classroom parents can meet up and where the teacher will outline the programme and routines they intend to put in place. This is followed by a question and answer time.

February: Parent/Teacher Conferences (settling in)

July: Parent/Teacher Conferences with Mid-year reports

November: Parent/Teacher Conferences with End of year reports

We report against the outcomes of the New Zealand Curriculum and clearly report whether your child is working towards, at, or above the expected year level. Teachers use a range of assessment tools alongside ongoing formative assessment to make these judgements against curriculum levels.



English

We value children as individuals. We encourage our students to be learners, explorers, creators, and thinkers who are connected to people and the world around them.

Students who leave Crofton Downs Primary School at the end of Year 6 are:

Literate and engage in a variety of texts. They have become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

As a school, we will provide authentic and engaging teaching and learning experiences. These allow students to make connections between the different aspects of the English Curriculum. We have a structured approach for teaching reading and writing using the Little Learners Love Literacy, The Code and The Grammar Project scopes and sequences. As learners progress through the school, English is taught across the curriculum and will allow students to develop their thinking in diverse contexts. Teachers will provide opportunities for students to explore, create and think within a range of developmentally appropriate learning contexts.

[The New Zealand English Curriculum](#)



English

Whaowhia te kete mātauranga.

Fill the basket of knowledge.

This whakataukī acknowledges the lifelong and collective journey of learning. The English Learning Area supports the development of a kete of knowledge in language and literature, enriched by diverse texts, voices, and perspectives.



English - Purpose Statement

The English Learning Area equips students with knowledge of the codes and conventions of language and texts. Students are taught to create their own texts with purpose and confidence, as they develop an appreciation of the beauty and richness of classic and contemporary literature.

Through the study of English, students master foundational literacy knowledge and practices. They engage with and independently compose increasingly complex texts in a variety of forms, learning to explore ideas that are evolving, contested, or open to interpretation.

The English Learning Area provides students with the concepts and skills to understand global literary traditions and the bicultural and multicultural literary heritage of New Zealand. As readers, they become thoughtful and discerning textual critics and gain insights into the diversity and complexity of human experience. As authors, they learn how to craft texts that express their ideas with clarity, creativity, and control.

As students progress through English, they deepen their understanding of how language and texts provide a space for expression and experimentation. Creating and responding to texts deepens students' understanding of themselves and others, and enables them to participate actively in local, national, and global conversations.



English - Learning Area Structure

In English Years 0–8, the teaching sequence is organised into three strands:

- **Oral Language** focuses on teaching students to communicate, express themselves, and interact effectively. It develops students' understanding of spoken and signed languages, including New Zealand Sign Language, and for non-verbal students, any first language communication methods such as alternative and augmentative communication (AAC).
- **Reading** focuses on teaching students to decode, make meaning from, and think critically about texts. It develops students' understanding of how to read fluently, comprehend a range of texts with attention to audience, purpose, and form, and engage with ideas and perspectives.
- **Writing** focuses on teaching students to write for a variety of purposes, using the codes, conventions, and structures that enable others to understand what they have written. It develops students' proficiency in transcription skills, composition, and writing processes.



Curriculum Structure

Phase 1

Phase 2

Oral language	Communicating and presenting	Verbal reasoning	Oral language	Communicating and presenting	Verbal reasoning
		Presenting to others			Presenting to others
		Listening and responding			Listening and responding to others
	Communication for learning	Reflective and strategic communication		Communication for learning	Reflective and strategic communication
Reading	Word recognition	Phonemic awareness and phonics knowledge	Reading	Word recognition and reading enrichment	Decoding
		Decoding			Fluency
		Conventions of print			Developing confident readers
		Fluency			
	Comprehension	Vocabulary	Comprehension	Vocabulary	
		Sentence structure		Text form, structure, style and features	
Text form, structure, style and features		Comprehension strategies			
	Comprehension strategies				
Critical analysis	Interpretations and connections		Critical analysis	Context and purpose	Interpretations and connections
Writing	Transcription skills	Handwriting	Writing	Transcription skills	Handwriting
		Spelling			Keyboarding
					Spelling
	Composition	Audience, purpose, and language choice		Composition	Audience, purpose, and language choice
		Sentence structures, grammar, and punctuation			Sentence structures, grammar, and punctuation
		Writing to entertain			Writing to entertain
		Writing to inform			Writing to inform
		Writing to persuade			Writing to persuade
	Writing processes	Planning		Writing processes	Planning
		Drafting			Drafting
Revising and editing		Revising and editing			

Literacy at CDPS

Teacher Knowledge

- Simple view of Reading; Not so simple view of Writing
- Scarborough's Reading Rope
- Principles of SL: explicit, systematic, diagnostic, and sequential
- Phonology, sound-symbol association, syllables, morphology, syntax, and semantics
- Letter formation
- Text structure

Teacher Practice

- Daily shared reading
- Daily modelled writing
- Daily review of previous learning
- Daily encoding and decoding practice
- Clear success criteria
- Students know their goals
- Timely feedback and conferencing in writing
- Opportunities for reading and writing across the curriculum
- Explicit teaching of handwriting, spelling, syntax and text structure
- Assessment is formative and informs next steps

Phase 1 typical literacy instruction

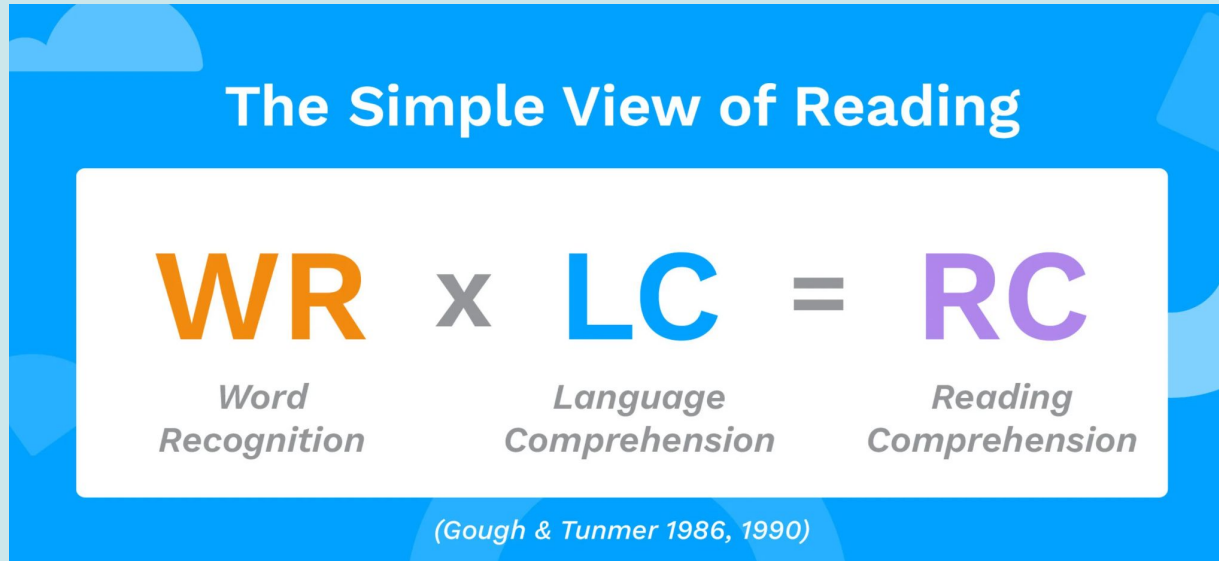
Monday	Tuesday	Wednesday	Thursday	Friday
Shared Reading	Shared Reading	Shared Reading	Shared Reading	Shared Reading
Review	Review	Review	Review	Handwriting
New concept (e.g phoneme/grapheme, heart word)	Handwriting	New concept (e.g phoneme/grapheme, heart word)	Handwriting	
Handwriting	Practice reading/ spelling words	Handwriting	Practice reading/ spelling words	
Practice reading/ spelling words	Apply - dictation/ text	Practice reading/ spelling words	Apply - dictation/ text	
Apply - dictation/ text		Apply - dictation/ text		
Syntax Project	Shared Writing Planning writing	Shared Writing Crafting writing	Shared Writing Crafting writing	Shared Writing Crafting/publishing writing

Phase 2 typical literacy instruction

Mon	Tues	Wed	Thurs	Fri
	Spelling/Dictation Library	Spelling/Dictation Handwriting	Spelling/Dictation Handwriting	Spelling/Dictation Handwriting
Syntax/own writing	Syntax/own writing	Shared whole class writing Crafting writing	Shared whole class writing Crafting writing	Shared whole class writing Crafting writing
Shared whole class reading with texts that support writing goals and inquiry learning	Shared whole class reading with texts that support writing goals and inquiry learning	Shared whole class reading with texts that support writing goals and inquiry learning	Shared whole class reading with texts that support writing goals and inquiry learning	Shared whole class reading with texts that support writing goals and inquiry learning
Targeted small group/1:1 reading as required	Targeted small group/1:1 reading as required	Targeted small group/1:1 reading as required	Targeted small group/1:1 reading as required	Targeted small group/1:1 reading as required

The Simple View of Reading

Proposed in 1986 by cognitive scientists Philip Gough and William Tunmer, the Simple View says that reading comprehension is dependent on two things: word recognition and language comprehension. In other words, people must be able to recognize words printed on a page and understand oral language in order to understand what they read.



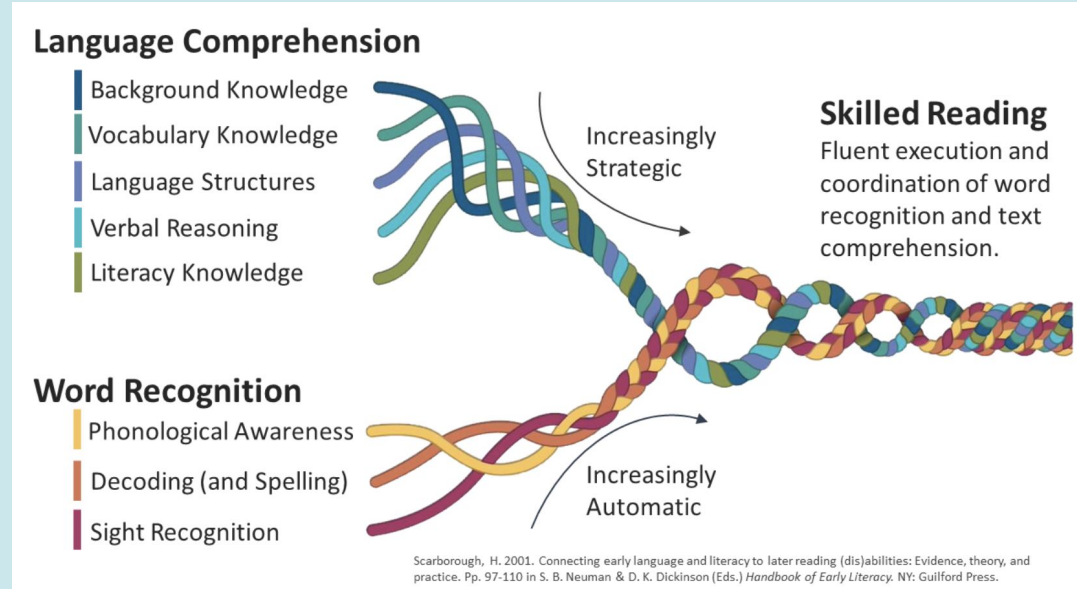
The Simple View of Writing

The Simple View of Writing i.e. $W = I \times S$, proposes that for effective writing to occur, ideas and spelling are both vital. Of course, ideas includes aspects such as grammar, punctuation and vocabulary and spelling includes aspects such as handwriting and keyboarding.



Scarborough's Reading Rope

Scarborough's Reading Rope illustrates how skilled reading relies on the intertwining of language comprehension and word recognition. Each strand - like phonological awareness, decoding, vocabulary, and background knowledge - works together, gradually strengthening to create fluent, meaningful reading. As educators, using the Reading Rope framework helps us focus on building these essential components in a balanced, structured way, ensuring that students not only decode words but also fully understand and engage with the text. By addressing each strand, we help students develop into confident, capable readers equipped for lifelong literacy success.



Principles and Elements of Structured Literacy

Phonology: The study of the sound system of spoken language

Sound-Symbol: map the phonemes to symbols or printed letters. Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling)

Syllables: A syllable is a unit of oral or written language with one vowel sound. Instruction includes teaching of the six basic syllable types in the English language

Morphology: The study of word parts, including base words, prefixes, and suffixes

Syntax: The rules of sentence structure and grammar

Semantics: The study of the meaning of words and sentences

Explicit: Concepts are taught directly and clearly

Diagnostic: instruction is based on careful and continuous assessment, both informally (for example, observation) and formally (for example, with standardized measures).

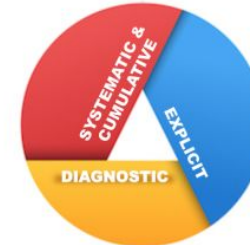
Systematic and Cumulative: Lessons are structured sequentially, building from simple to more complex skills. Each new skill builds on previously learned concepts

Structured literacy

Explicit teaching of systematic word identification and decoding strategies



Evidence-based elements



Evidence-based teaching principles



Effective reading instruction

Source: © 2016 Cowen for International Dyslexia Association
<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>



English - Phase One (Year 0-3)

In Years 0–3, teaching builds on early childhood learning by developing foundational oral language, reading, and writing skills through structured literacy approaches. Oral language is a key focus, supporting students to express ideas and understand others. Teachers introduce shared language codes and conventions such as phonics, grammar, punctuation, and text structure, which underpin reading comprehension and written expression. Explicit instruction in letter formation supports fluency and confidence in writing. Through reading, creating, and sharing texts, teachers foster connection, understanding, and a love of language. Students are supported to make connections between texts and their own experiences and begin to explore how texts can be interpreted in different ways. This lays the groundwork for critical analysis and literacy across the curriculum.



English Phase One

Oral Language

- Communicating and Presenting: verbal reasoning; presenting to others; listening and responding.
- Communication for Learning: reflective and strategic communication.

Reading

- Word Recognition: phonemic awareness and phonics knowledge; decoding; conventions of print; fluency.
- Comprehension: vocabulary; sentence structure, text form, structure, style and features; comprehension strategies.
- Critical Analysis: interpretations and connections.

Writing

- Transcription Skills: handwriting; spelling
- Composition: audience, purpose, and language choice; sentence structures, grammar, and punctuation; writing to entertain, inform, persuade.
- Writing Processes: planning; drafting; revising and editing.



English Phase One: Oral Language

Oral language is woven throughout the day in Years 0-2. Concepts from the curriculum are taught explicitly and authentically through the following:

- learning through play opportunities: social talk, listening and responding to others, vocabulary for their play;
- shared reading/ writing: vocabulary development
- correct pronunciation of sounds, words
- speaking in grammatically correct sentences
- asking and responding to questions in one-on-one, small group and whole class discussions



Junior Literacy: Resources

- Milo's Birthday Surprise Book (for introducing initial phoneme-grapheme relationships) in conjunction with Milo's Birthday Surprise Teacher Resource Book
- Little Learners Love Literacy decodable texts - stages 1 - 7.4
- Little Learners Love Literacy Teacher Activity Resource Books
- Heggerty Phonological Awareness Curriculum
- Ready to Read Phonics Plus books (ordered by the LLLL scope and sequence)
- Casey the Caterpillar handwriting
- The Code - Liz Kane
- The Grammar Project

Once students have learned enough of the alphabetic principle and no longer need decodable texts to have success as readers, they are able to use a range of texts. These books provide children with the opportunity to grow the 'language comprehension' side of Scarborough's reading rope during their guided reading lessons.



English - Phase Two (Year 4-6)

In Years 4–6, teaching strengthens students' literacy as a foundation for learning across all areas. Structured literacy approaches continue, with a shift in emphasis to components that take longer to develop, such as vocabulary and comprehension. Teachers create regular opportunities for oral language use to support knowledge-building through discussion. Reading instruction consolidates word recognition, deepens comprehension, and introduces critical analysis of context and purpose. Students explore written, oral, visual, and, from Year 6, digital and media texts. Writing instruction supports increasing accuracy, creativity, and purpose, with attention to how language conventions shift depending on context, audience, and purpose. Through purposeful text selection and discussion, teachers help students explore how stories shape understanding of people, places, and ideas.



English Phase Two

Oral Language

- Communicating and Presenting: verbal reasoning; presenting to others; listening and responding to others.
- Communication for Learning: reflective and strategic communication.

Reading

- Word Recognition and Reading Enrichment: decoding; fluency; developing confident readers.
- Comprehension: vocabulary; text form, structure, style and features; comprehension strategies.
- Critical Analysis: context and purpose; interpretations and connections.

Writing

- Transcription Skills: handwriting; keyboarding; spelling
- Composition: audience, purpose, and language choice; sentence structures, grammar, and punctuation; writing to entertain, inform, persuade.
- Writing Processes: planning; drafting; revising and editing.



English Phase Two: Oral Language

Oral language is woven throughout the day in Years 3-6. Concepts from the curriculum are taught explicitly and authentically through the following:

- shared reading/writing: vocabulary development
- correct pronunciation of sounds, words
- speaking in grammatically correct sentences
- asking and responding to questions in one-on-one, small group and whole class discussions
- opportunities to present learning to class
- drama and plays in literacy programme
- reflecting on learning and setting goals



Middle and Senior Literacy: Resources

Resources

- A range of decodable texts for older students as required (Big World, Moon Dogs, Island Adventures)
- The Code - Liz Kane
- The Grammar Project
- NZC handwriting doc
- The write lesson - cursive
- Junior journals, school journals, chapter books, audio books, websites etc
- Quality literature for shared reading, buddy reading and/or independent reading



Literacy - Assessment

At CDPS we use the following tools to assess learning and progress:

Year 0-2	<ul style="list-style-type: none">• Phonological Awareness Screening Tool• LLARS - grapheme-phoneme knowledge; heart words stage 1-4; single word decoding; Unseen decodable passages• One off decodable readers, running records• Writing samples assessed against curriculum• The Code Spelling Assessment once appropriate• Teacher observations and discussions
Year 3-6	<ul style="list-style-type: none">• Writing samples assessed against curriculum• SMART/PAT• Running Records - as required up to 10-11 years• LLARS - grapheme-phoneme knowledge; heart words stage 1-4; single word decoding; Unseen decodable passages (similar to running records) as required• The Code spelling assessment• Teacher observations and discussions



Mathematics and Statistics

We value children as individuals.

We encourage our students to be learners, explorers, creators, and thinkers who are connected to people and the world around them.

Students who leave Crofton Downs Primary School at the end of Year 6 are:

Numerate and able to use the skills and strategies of mathematics throughout their lives; at home, school and in the community. They have developed the ability to think creatively, critically, strategically and logically. They are flexible thinkers who accurately communicate mathematical information.

As a school, we will provide authentic and engaging teaching and learning experiences. These allow students to make connections between the different strands of the Mathematics and Statistics curriculum. Maths will be taught across the curriculum and will allow students to develop their mathematical thinking in diverse contexts. Teachers will provide opportunities for students to explore, create, problem solve and think within a range of developmentally appropriate learning contexts.

[NZ Mathematics and Statistics Curriculum](#)



Mathematics and Statistics Purpose Statement

Purpose Statement

The Mathematics and Statistics Learning Area equips students with conceptual and procedural knowledge that empowers them to explore and make sense of the world. Mathematics and Statistics allows students to appreciate and draw on the power of abstraction, visualisation, and symbolic representation to connect new knowledge to their current understandings of quantity, space, time, data, and uncertainty. Students are taught logical reasoning and critical thinking skills that help them to evaluate information, question assumptions, and express ideas clearly.

Through the study of mathematical and statistical reasoning, students learn how to differentiate what is probable from what is possible and draw reliable conclusions about what is reasonable. As students are taught to notice patterns and variation, select approaches, draw conclusions, and justify their solutions, they build confidence in their mathematical and statistical abilities and problem-solving skills, applying these to new contexts.

The Mathematics and Statistics Learning Area provides students with concepts and tools to investigate, represent, and connect situations, as well as to generalise, explain, and justify their findings. Students learn that Mathematics and Statistics is a creative discipline that sparks curiosity and wonder and that it has been shaped by the contributions of diverse people and cultures over time.

As students progress through the Learning Area, they deepen their understanding of how to use mathematics and statistics accurately, efficiently, and confidently in increasingly complex ways. They are encouraged to engage with important societal issues — such as ethically gathering, interpreting, and communicating data — and to observe and describe similarities, patterns, and trends across natural, technological, and social contexts.



Mathematics and Statistics

Introduction

Across years 0–10, Mathematics and Statistics takes students on a journey of increasingly sophisticated thinking about number, patterns, space, and data. Through purposeful exploration and practice, students build the knowledge and fluency they need to solve problems, reason logically, and make sense of the world around them.

The [mathematical and statistical processes](#) of investigating, representing and connecting situations, and generalising, explaining, and justifying findings are fundamental to all mathematical and statistical teaching and underpin the way students gain understanding of the knowledge and practices being taught.

Years 0–3

In Years 0–3, teaching focuses on building students' ability to investigate, classify, and describe quantities, shapes, and data. Teachers draw attention to properties of numbers and attributes of shapes. Materials and pictures support visualisation of these numerical and geometric concepts. Explicit teaching enables students to make connections between representations and to develop their reasoning.

Years 4–6

In Years 4–6, teaching focuses on students' use of a variety of representations to model number operations and to solve word problems. They extend their understanding of whole numbers to fractions and decimals, and they visualise, classify, and draw angles using benchmarks to support and justify their classifications. Students apply their knowledge of number operations to reasoning about measurements and to investigating variations in patterns, shapes, probabilities, and data. They begin to work with exponents, can tell the time, and convert between units of time.



Mathematics and Statistics Learning Area Structure

The year-by-year teaching sequences for Mathematics and Statistics lay out the knowledge and practices to be taught each year. The teaching sequences for Years 0–10 are organised into six strands: Number, Algebra, Measurement, Geometry, Statistics, and Probability.

Number focuses on numerical concepts and systems. It develops students' understanding of how numbers are used to represent quantities, estimate, measure, and perform calculations, and how number systems have evolved to meet practical and social needs.

Algebra focuses on generalisation and mathematical reasoning. It develops students' understanding of how patterns and relationships can be represented using symbols, graphs, and diagrams, and how algebraic thinking supports problem solving and communication.

Measurement focuses on quantifying phenomena using units and systems. It develops students' understanding of how to measure tangible and intangible quantities using standard and non-standard units, and how measurement systems vary across cultures and contexts.

Geometry focuses on shape, space, and transformation. It develops students' understanding of how to visualise, represent, and reason about objects and their position, orientation, and movement, drawing on geometric ideas used across cultures and in the natural world.

Statistics focuses on data and uncertainty. It develops students' understanding of how to collect, organise, and interpret data in context, and how statistical thinking supports informed decision making.

Probability focuses on chance and likelihood. It develops students' understanding of how to quantify uncertainty, make predictions, and evaluate the likelihood of events, supporting probabilistic reasoning in everyday and applied contexts.

The year-by-year teaching sequences, organised through strands and elements, set out what is to be taught. Their enactment is shaped by teachers, who design learning in response to their learners, adjusting the order and emphasis, and adding contexts and content as appropriate.



Numicon

Our year 0-3 learners use a scope and sequence and resources from Numicon for the majority of their maths learning.

Science of Learning using...



Spiraling the learning

Numbers and the Number System	1	Finding how many by grouping in 10s and 100s	February/March
Calculating	2	Developing fluency with adding and subtracting facts to 2	
Numbers and the Number System	2	Exploring hundreds, tens and units with base-ten apparatus	May/June
Numbers and the Number System	5	Ordering and structuring numbers to 1000	August
Calculating	8	Adding and subtracting multiples of 10 and 100	
Calculating	9	Patterns of similar adding and subtracting calculations	October
Pattern and Algebra	3	Reading and creating scales with different intervals	December
Numbers and the Number System	6	Finding half way, rounding to the nearest 10 or 100	
Measurement	3	Measuring accurately and calculating with metres, centimetres and millimetres	
Measurement	4	Calculating with dollars and cents, and handling money	
Measurement	5	Measuring and calculating with grams and kilograms	
Measurement	6	Measuring and calculating with litres and millilitres	

Sequenced & Explicit

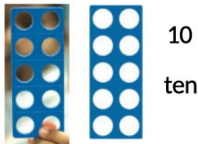
6: Expressing remainders as decimals when sharing or grouping Quit activity

Intro Links 1 2 3 4 5 6 7 8 +

Step 1

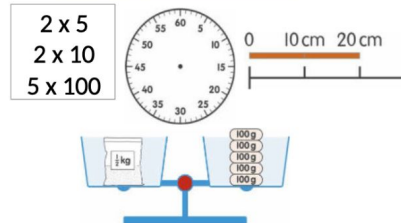
Recall with children how to carry out a sharing/dividing calculation and express the remainder as a fraction, e.g. in Activity 5 they worked out that $3268 \div 16 = 204 \text{ r}4$, then continued to divide the remainder by 16 and express this as a simplified fraction, giving $204 \frac{4}{16} = 204 \frac{1}{4}$.

Concrete, Pictorial Abstract & Language



10
ten

Making connections



Working systematically & Mathematical thinking



Maths No Problem

Our year 3 - 6 learners use a scope and sequence and resources from Maths No Problem for the majority of their maths learning.



Coherence

A curriculum that builds concepts progressively, ensuring deep understanding. This coherence benefits teachers by providing a clear roadmap for instruction and students by fostering connections between mathematical ideas, leading to solid and transferable knowledge.



Structure

A clear framework for both teachers and students, enabling consistent progress and reducing cognitive load on teaching staff. Allows students to focus on mastering new concepts while building upon previously learned skills. As a result, students develop a strong foundation in mathematics, leading to increased confidence and improved problem-solving abilities.



Mathematical Fluency

Empowers students to approach complex problems with confidence and creativity. By developing strong foundational skills and conceptual understanding, students are better equipped to apply their knowledge in various contexts — fostering a deeper appreciation for mathematics and its real-world applications.



Mathematics and Statistics - Assessment

At CDPS we use the following tools to assess learning and progress:

Year 0-3	JAM (Junior Assessment of Mathematics) Formative assessment based on observations and review tasks in MNP/Numicon Teacher generated rich learning tasks
Year 3-6	SMART/PAT Mathematics IKAN (Independent Knowledge Assessment Number) Formative assessment based on observations and review tasks in MNP/Numicon Teacher generated rich learning tasks

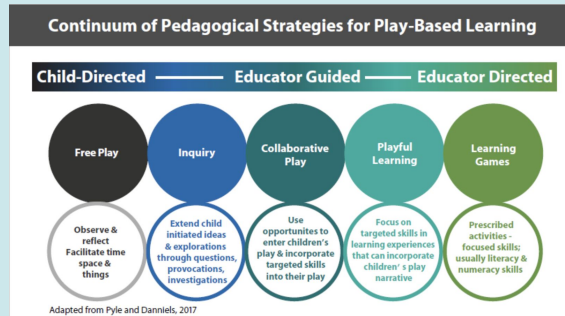
Resources:

[Tahurangi - Math and Stats Curriculum docs](#)



Learning through play

Since 2016 our school has been exploring the use of play pedagogies within our Junior classes. Using play-based learning is currently a big focus for schools in Wellington and across New Zealand, as there is compelling research to support this style of learning at the Primary School level. Using Pyles and Daniels (2017) continuum of pedagogical strategies informs the types of play that children experience across the school day and in different areas of the New Zealand Curriculum.



Involvement in play is driven by students exploring self-selected activities and working in groups formed by common interests. Children are able to explore a variety of 'loose parts' which are ordinary, everyday, open-ended materials that can be manipulated and used in various ways, moved, carried, shared, combined and taken apart in various configurations and designs. Through using a play-based approach, our Junior classes have also had a greater opportunity to grow important life skills such as building friendships, problem-solving, creativity, collaboration, resilience and independence.



Learning through play

Twice a week, our year 0-2 tamariki spend the afternoon using our bush as their classrooms, using a variety of large loose parts to transform the outdoor space with the power of their imaginations. Children are able to engage in risky play, that is play that is exciting and provides a chance for children to try new things, problem solve, and test the limits of their physical, emotional and intellectual development.

Teachers also plan play provocations across the curriculum to expose children to concepts they may not naturally discover in free play. There is no prescribed objective or outcome, it's simply an invitation to explore, wonder, and be creative. Provocations spark interest, stimulate thoughts and ideas, and encourage questioning; all of which help children understand, learn and develop. Teachers are on hand to guide children's wonderings, supporting their development of working theories about the world.

Since starting, we have noticed an increased positive 'vibe' during learning sessions which continues across the day. Students are keen to talk about their learning. Their questions are becoming more investigative in nature and need answers to be discovered rather than simply talking about things they already know. This is leading to deeper, more meaningful learning experiences.

Through play, children are engaging in wider literacy and numeracy practises, for example:

- Building the Foundation: Storytelling, singing, making up rhymes and scribbling are play experiences that prepare children for reading and writing. They build vocabulary, a sense of story structure and fine motor control needed for writing.
- Symbolism: Pretend play involves using objects to represent other things – a block becomes a phone; a stick becomes a magic wand. This symbolic understanding is fundamental to grasp letters representing sounds and words representing objects.
- Love of Language: Reading stories together, acting out scenes or creating puppet shows all spark a love of language and provide a springboard for literacy.
- Sorting and Classifying: Children sort toys by colour, type or size, naturally developing foundational skills.
- Counting and Measuring: Baking, setting the table or playing board games involve counting and basic measurement concepts.
- Spatial Reasoning: Building structures, completing puzzles and navigating their environment all foster an understanding of shapes, sizes and patterns.



Inquiry

Students who leave Crofton Downs Primary School at the end of Year 6 are able to use a range of thinking and questioning skills to co-construct knowledge. Through developing new understandings they take action that has impact on themselves, others and the wider community.

As a school, we will provide authentic and engaging teaching and learning experiences that allow students to make connections across The New Zealand Curriculum. This is done through a play based approach or one of our Inquiry processes, and will allow students to develop our Big Ideas in diverse contexts. Teachers will provide opportunities for students to explore, create and think within a developmentally appropriate learning contexts. Children are grouped according to needs and interests.

Ownership, context and content of the learning is student centred. Teachers observe and scaffold learners to develop new understandings and to make sense of the world around them and is directly linked to the New Zealand Curriculum.



Inquiry

Inquiry

As students are able to sustain their learning and interests, an inquiry approach is sometimes used to deepen the learning. Inquiry is predominantly teacher led, but students are encouraged to pursue answers to their own questions either in small groups or independently once they are confident. The teacher scaffolds and supports students as required.

Inquiry approach:

Tuning in: Students are hooked into the Big Idea. What do we want to learn? What are our concepts? What are you wondering?

Finding out: Immersion; prior knowledge, links to previous learning, hooking them into new learning, asking questions, research

Sorting out: Thinking skills, questioning, thinking tools, digging deeper, gathering information, finding patterns etc.

Going further: What are we going to do with this information? How can we apply our new learning to what we know?

Making conclusions: Identify changes in skills, knowledge and values and the ability to draw conclusions and make connections between new ideas.

Taking action: So what? What can we do with our learning to have an impact on themselves, others and the wider community?



Inquiry Areas for 2025

	Term 1	Term 2	Term 3	Term 4
	Social Sciences and Aotearoa NZ History	Science	The Arts	Health and PE Keeping Ourselves Safe
Te Rito			Wearable Arts: A celebration of our cultures	
Tūī	Treasured Tales of Tūī	May the force be with you		How might we improve our wellbeing? (Te Whare Tapa Whā)
Pekapeka				Camp

Inquiry Areas for 2026

Korimako/Kaitiakitanga

	Term 1	Term 2	Term 3	Term 4
	Science -Living world	Social Sciences and Aotearoa NZ History	The Arts and technology	Health and PE
Te Rito	Living things in our local environment have needs and special features that help them survive and belong in their habitats.			
Tūī	-What is science? wk 1-3 -Forest Health & ecosystems wk 4-9			
Pekapeka	1. Big blue Future 2. Forest Health 3. Soil secrets			

Social Sciences

Students learn about how societies work and how people can participate as critical, active, informed and responsible citizens.

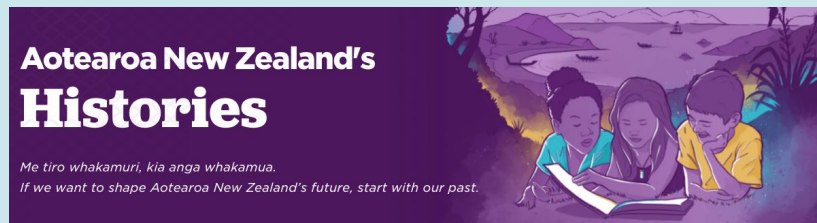
- Identity, culture and organisation
- Place and environment
- Continuity and challenge
- The economic world

The focus of learning is on how communities and societies work, and how people can participate as informed, critical and responsible citizens.

1. Explore local, national and global issues to increase awareness of the impact of the past that helps shape the future.
2. Develop an awareness of the Treaty of Waitangi and learn about other cultures within and beyond New Zealand, past, present and future.
3. Understanding of relationships between people, economies, and environments.
4. Show an understanding of people's roles and responsibilities and their impact on society.



Aotearoa NZ Histories



There are three elements to the Aotearoa New Zealand's histories curriculum content: Understand, Know, and Do. These elements are not separate, and they are not in sequence.

Teachers design learning experiences that weave these elements together so that student learning is deep and meaningful.



Progress outcome by the end of year 3 (Foundation)

Understand

Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's histories has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

Know

I have explored the diverse histories and experiences of the peoples of Aotearoa New Zealand.

I have built my knowledge of stories about the people, events, and changes that have been important in my local area, including knowledge of the stories iwi and hapū share about their history in the rohe.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga Culture and identity

Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.

People in our area have come from a variety of places and some retain connections to those places.

Tino rangatiratanga me te kāwanatanga Government and organisation

Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi | The Treaty of Waitangi. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday.

Tūrangawaewae me te kaitiakitanga Place and environment

Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.

Many of the names of geographical features, towns, buildings, streets, and places tell stories. Sometimes there is more than one story.

Kōwhiringa ohaoha me te whai oranga Economic activity

The ways different groups of people have lived and worked in this rohe have changed over time.

Do

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past
- make observations about how people have acted in the past and how they act today.



Progress outcome by the end of year 6

Understand

Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's history has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

Know

I have explored the diverse histories and experiences of the peoples of Aotearoa New Zealand.

I have built my knowledge of stories about the people, events, and changes that have been important in my local area, including knowledge of the stories iwi and hapū share about their history in the rohe.

For the national contexts, I know the following:

Whakapapa me te whanaungatanga Culture and identity

The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand.

Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

Individuals and communities have responded to international conflicts in a range of ways for a range of reasons.

Tino rangatiratanga me te kāwanatanga Government and organisation

Te Tiriti o Waitangi | The Treaty of Waitangi was signed in different places. The two versions of the Treaty say different things about who would have authority. Māori understandings were based on the version in te reo Māori, which the vast majority of Māori signed.

Governments have selectively supported or excluded people through processes associated with voting rights, access to education, health, and welfare provision, reflecting prevailing public attitudes of the time. Often equitable treatment has been sought by people, including Māori, Chinese, women, children, and disabled people.

Tūrangawaewae me te kaitiakitanga Place and environment

People adapted their technologies and tools to the new environment of Aotearoa New Zealand.

Kōwhiringa ohaoha me te whai oranga Economic activity

Traditional Māori economies were finely tuned to the resources within each rohe, which provided the basis for trade between iwi. There were complicated economic relationships between iwi and early newcomers as newcomers sought resources.

Do

In my learning in Aotearoa New Zealand's histories, I can:

- construct an historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently
- use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer my questions about the past. I can identify views that are missing and note how this may affect my answers
- identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.



Science

Students who leave Crofton Downs Primary School at the end of Year 6 with an understanding of our localized science curriculum:

- Learn what science is and how scientists carry out investigation;
- Develop the skills, attitudes, and values to build a foundation for understanding the world;
- Understand that Earth provides all the resources required to sustain life except energy from the Sun, and that, as humans, we act as guardians of these finite resources;
- Learn about living things and how they interact with each other and the environment;
- Understand about the diversity of life and life processes, evolution and the impact humans have on living things;
- Able to make more informed decisions about significant biological issues.



Science

Abbreviated NZ Curriculum.

Nature of Science

- *Learn what science is and how scientists carry out investigation;*
- *Develop the skills, attitudes, and values to build a foundation for understanding the world;*
- *Recognise that scientific understanding is constantly re-evaluated;*
- *Make links between scientific knowledge and everyday decisions and actions.*

Planet Earth and Beyond

- *Learn about systems and processes of the Earth, the Solar System and the Universe beyond*
- *Learn that Earth's subsystems of geosphere (land), hydrosphere (water), atmosphere (air), and biosphere (life) are interdependent and that all are important.*
- *Understand that Earth provides all the resources required to sustain life except energy from the Sun, and that, as humans, we act as guardians of these finite resources.*
- *Make informed decisions about the protection and wise use of Earth's resources*

The Living World (with an emphasis on the biology of New Zealand)

- *Learn about living things and how they interact with each other and the environment;*
- *Understand about the diversity of life and life processes, evolution and the impact humans have on living things.*
- *Able to make more informed decisions about significant biological issues.*

Physical World (Physics)

- *Learn about light, sound, heat, electricity, magnetism, waves, forces, motion and the concept of energy.*
- *Understand the interactions between parts of the physical world and of the ways they can be represented*

Material World (Chemistry)

- *Have an understanding of the composition and properties of matter, the changes it undergoes and the energy involved.*
- *Learn to interpret observations of the world around them by considering the properties and behaviour of atoms, molecules, and ions.*



The Arts

Students explore, refine and communicate ideas as they create works and respond to the works of others.

- Dance
- Drama
- Music
- Visual arts

The focus of learning is on exploring artistic expression of self, community and culture, and expressing and interpreting ideas with creative, aesthetic, and performance frameworks.

1. Express self, culture and ideas and respond to the works of others.
2. Communicate, express, develop and interpret creative ideas and emotions through movement, image and sound.
3. Create music from natural, acoustic, and digital environments, explored through listening, performing and creating.
4. Represent and communicate their creative ideas using a variety of mediums and techniques.



Health and PE

We value children as individuals.

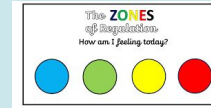
We encourage our students to be learners, explorers, creators, and thinkers who are connected to people and the world around them.



KiVa

The goal of KiVa is to prevent bullying and to tackle the cases of bullying effectively. The program is based on decades of extensive research of bullying and its mechanisms. KiVa is based on three main elements: prevention, intervention and monitoring.
[\(https://www.kivaprogram.net/\)](https://www.kivaprogram.net/)

- ★ Able to identify a range of emotions and understand how their behaviour impacts upon others;
- ★ Competent to differentiate between unkind and bullying behaviour;
- ★ Confident in strategies to mitigate bullying.



Zones of Regulation

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.

[\(https://www.zonesofregulation.com/index.html\)](https://www.zonesofregulation.com/index.html)

- ★ Able to identify their feelings and levels of alertness;
- ★ Understand their feelings in context;
- ★ Use effective regulation tools;
- ★ Able to problem solve positive solutions;
- ★ Understand how their behaviours influence others' thoughts and feelings.



Health and PE

Keeping Ourselves Safe

Keeping Ourselves Safe is a comprehensive child abuse prevention programme for schools. Its purpose is to:
[\(<https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/kos>\)](https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/kos)

- Able to identify range of safe practices that they can use when interacting with other people, both online and face to face;
- Recognise the difference between healthy and unhealthy relationships, and encourage students who have been or are being abused to seek help;
- Able to prevent abuse by making parents and teachers more aware of their responsibilities to help students avoid abuse.

Life Education

- Participated in the Healthy Harold programme which covers content across five major strands: food and nutrition, human biology, relationships & communities, identity and resilience, and substances.

Year 5/6 Puberty and Health

- Able to discuss the physiological changes that occur within a person's body as they go through the process of puberty.



KIVA

KiVa is CDPS's Anti-Bullying Programme.

The [Parent Booklet](#), available at this site, is very informative.

The Kiva programme is evidence based in its conception, and proven in its implementation. We encourage you to look at the [Kiva website](#) which has a great deal of information on the programme. This programme differs from other anti-bullying programmes by focusing on bystanders, as well as the bullies and victims.

KiVa is evidence-based and has been designed to prevent bullying and to tackle the cases of bullying effectively. Prevention and intervention are both crucial, as no prevention efforts will make bullying disappear on their own. Schools need effective tools for when a case of bullying comes to light. A key aspect of KiVa is constant monitoring of the situation in one's school and the changes taking place over time; this is enabled by the online tools included in KiVa. The surveys, for example, produce annual feedback for each school about their implementation of the program as well as shifts in behaviour.

Curriculum Plan for Health

2023	2024	2025	2026	2027
Zones of Regulation - ALL year levels.	Zones Of Regulation Y1,3,5 KiVa Maintenance			
KiVa - Maintenance lessons. Yr 3-6 as required.	KiVa Y2,4,6 Z.O.R Maintenance			
K.O.S (Keeping ourselves safe) All year levels.		K.O.S		K.O.S
Y6 Puberty (T3 or T4) Y5 Health Talk (T3 or T4)				
	Life Education		Life Education	



Move Well

These five principles define the MoveWell approach and are well supported by contemporary theorising and research relating to games education and skill acquisition.

1. PLAY IS CENTRAL TO LEARNING

Through enjoyable, well-designed games, children not only develop abilities in context, they also develop a sense of self, a sense of belonging, and a sense of community.

2. GAME CONTEXTS PROVIDE AUTHENTIC LEARNING EXPERIENCES

Children learn to swim in water, they learn to skateboard on a skateboard, and they learn to play games by participating in them. They do this best when they are well-supported in socially inclusive learning environments.

3. GOOD PEDAGOGY INVOLVES ACTIVE TEACHING THAT CATERS FOR ALL CHILDREN'S NEEDS

Learning is enhanced when teachers and others actively engage in designing inclusive lessons, guiding children's learning, and setting problems that engage them in inquiry and problem solving.

4. THROUGH GAMES, CHILDREN DEVELOP THEIR PERSONAL, SOCIAL, AND CULTURAL IDENTITY

Participating in enjoyable game activities provides opportunities to develop positive personal, social, and cultural outcomes central to helping one grow in life, know one's own strengths, and contribute to others (family, community, and land).

5. LAYING GAMES DEVELOPS THE COMPETENCE AND CONFIDENCE TO PLAY GAMES WITH OTHERS AND TRY OTHER PHYSICAL ACTIVITIES

Developing children's game-playing ability helps to build the competence and confidence to willingly spend time playing, exploring, and enjoying games with others.



[Invasion Games](#)

Tag games are games in which two or more players chase other players in an attempt to 'tag' them and score a point. The skills learnt in tag games develop to become important in many invasion games. The important outcome is being able to read the opposition.

Invasion games are games in which the aim is to invade an opponent's territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Teams share the same playing area as they attempt to both score and prevent the other team from scoring

[Cooperative Games](#)

Cooperative games are those in which players work with one another in order to achieve a common objective. The goal of a cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of working in teams and groups. Learning to cooperate includes a core set of skills needed in many other game forms.

[Net/ wall games](#)

Net/wall games are games in which players send an object (e.g., ball, shuttle) over a net or against a wall so that it lands in an area that an opponent is defending. The aim is to make it difficult for the opponent to return the object or force them into a mistake.

[Striking and fielding games](#)

Striking and Fielding games are those in which one team can score points when a player strikes a ball (or similar object) and runs to designated playing areas while the other team attempts to retrieve the ball and return it to prevent their opponents from scoring.

[Target Games](#)

Target games are those in which players send an object (such as a ball or dart) towards a target area. Sometimes this may also involve avoiding obstacles, defending, guarding, or blocking the path of the opposition's ball to stop them from scoring. Target games come in two forms. Opposed target games are ones, such as snooker or bowls, where the opposition's play affects the next move. In unopposed target games, such as golf and darts, the outcome is not affected by what the opposition does.

[Challenge Games](#)

Challenge games are those in which players solve a particular problem or complete a challenge task. Players can either work individually or as part of a team. Challenge games provide the opportunity to focus on skills, including problem solving, managing risk, and working as a team, that are inherent to active and safe engagement in games as well as enjoying the sense of belonging and being challenged.

Technology

Students learn to use practical and other resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.

- Technological practice
- Technological knowledge
- Nature of technology

In technology education, the focus of learning is on the use of practical approaches to develop products and systems to meet needs and explore opportunities.

1. Show how and why things work, their uses, limitations, suitability (Technological practice).
2. Make and evaluate plans, model, products and systems for particular purposes (Technological Knowledge).
3. Evaluate and critique the impact of technology on people and environments (Nature of Technology).



Technology

MAKERROOM

Our year 3-6 students have the opportunity to attend Makeroom for three 1 ½ hour sessions.

2026:

T1 Y4

T2/3 Y5/6

T4 Y3



Digital Technology

Our digital technology curriculum focuses on both the use of technology and computational thinking. Computational thinking tasks and activities focus on the elements of algorithmic thinking, decomposition, abstraction and pattern making. Digital technology is putting these skills to practical use to complete learning activities while using technology.

Computational thinking is taught through exploration of :

- A variety maths tasks
- Use of Turing Tumbles
- Epro8 equipment
- P.E tasks
- Science experiments
- Inquiry topics (most topics are full of computational thinking if you consider them through that lens).

Digital technology is taught through the exploration of digital tools or apps such as:

- Scratch & Scratch Jnr
- Seesaw
- Flip (formally Fligrd)
- Flipaclip (stop motion animation)
- Stop motion
- Imovies
- Garage band
- Incredibox (music beat maker)



Te Reo me ona Tikanga at CDPS

KURA AHUREA: PAETAHI
(TE REO IN ENGLISH MEDIUM PRIMARY SCHOOLS)
TAUMATA 1

TAUMATA 1 ACHIEVEMENT OBJECTIVES 1.1 – 1.7

Support students to:

- 1.1 Greet, farewell, and acknowledge people and respond to greetings and acknowledgments;
- 1.2 Introduce themselves and others and respond to introductions;
- 1.3 Communicate about number, using days of the week, months, and dates;
- 1.4 Communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or hometown and place of family origin;
- 1.5 Communicate about location;
- 1.6 Understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);
- 1.7 Use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

KURA AHUREA LEARNING ACTIVITIES

- 1.1 Mihi Mai – Mihi Atu
- 1.2 Ko au tēnei
- 1.3 Counting Rocks!
- 1.4 Pepeha Chart
- 1.5 Kei hea te...? Kia rite...
- 1.6 Arohamai
- 1.7 Kaitohu

Enter additional learning activities

Enter resource requirements



LANGUAGE MODES FOCUS

By the end of Taumata 1, students can:

Whakarongo – Listening

- identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns;
- recognise and understand simple, familiar spoken words, phrases, and sentences.

Pānui – Reading

- identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation;
- recognise and understand simple, familiar written words, phrases, and sentences.

Mātakitaki – Viewing

- recognise the communicative significance of particular facial expressions and other body language;
- interpret meanings that are conveyed in combinations of words and images or symbols.

Kōrero – Speaking

- imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences;
- respond appropriately to simple, familiar instructions and simple questions;
- ask simple questions;
- initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.

Tuhituhi – Writing

- write letters and numbers;
- write vowels with macrons;
- reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts;
- write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.

Whakaatu – Presenting

- use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language);
- use selected features of visual language to add meaning to simple written or oral text.

Kapa Haka

The Māori word **kapa** means to stand in a row or rank, and **haka** is a dance. The term 'kapa haka' means a group or groups standing in rows to perform traditional Māori dances, accompanied by sung or chanted words.

As a kura, we have Kapa Haka specialists who come in and teach and support our tamariki with their tikanga. It is taught in all years throughout CDPS.

They also mentor and support a Kapa Haka performance group, who perform at our Mihi Whakatau and at Festivals throughout the year. Alongside this, our kura run te reo Māori in their classrooms using a framework set up for us by Kura Ahurea to ensure consistency across the school.



English for Speakers of other Languages at CDPS (ESOL)

When a child who uses English as an additional language enters CDPS, the classroom teacher will assess their use of English in relation to their peers.

At this point a decision will be made about whether the child can be supported by their teacher, solely within the classroom programme, or whether an application should be made for ESOL funding.

International Students with English language learning needs are not eligible for Ministry funding, but part of their programme whilst at CDPS may include English language support outside the usual classroom programme.

The Ministry provides ESOL funding on a case by case basis so that schools can offer extra English language support for eligible students who speak more than one language.

ESOL funding is targeted at students with the highest English language learning needs. The need for ESOL funding is assessed using the English Language Learning Pathways (ELLP).

The scoring system is based on matrices that record each English language learner's (ELLs) achievement level in listening, speaking, reading and writing.

Students whose scores are below the ELLP benchmarks will qualify for funding if they're:

1. migrants to New Zealand
2. former refugees
3. New Zealand-born students, with at least one parent of migrant or refugee background.

New Zealand-born students are eligible if at least one of their parents is a migrant to New Zealand and a language other than English is usually spoken in the home.

Funding can be used at the discretion of the school. At CDPS we employ a teacher aide who works with students to support their written and verbal English.

