



HAMPTON HILL SCHOOL CURRICULUM INFORMATION BOOKLET

ENGLISH

English is one of the eight essential learning areas of the New Zealand Curriculum.

At Hampton Hill, we believe that literacy in English gives students access to understanding, knowledge and the skills they need to participate fully in New Zealand life and that of the wider world. To be successful, they need to be effective oral, written and visual communicators who are able to think critically and in depth.

The two 'strands' of the English Curriculum are:

- Making meaning of ideas or information they receive (listening, reading, viewing)
- Creating meaning for themselves or others (speaking, writing and presenting).

The ability to read and write well is essential for personal growth and enables pupils to cope adequately in society, which demands literacy from all. Children at Hampton Hill are provided with a variety of activities for a successful English programme. These include:

- Daily teacher modelling of writing using a variety of genre-poetry, letters, lists, advertisements.
- Daily writing practice (for children) using own ideas and experiences.
- Writing on a given topic.
- Publishing children's writing in a variety of forms.
- Listening and interacting with others in group or class situations.
- In groups talking about experiences, events, and organising material effectively.
- Telling stories, reading aloud or presenting stories etc.
- Learning questioning techniques.
- Communicating ideas or stories using drama, photography, computer, PowerPoint, email, etc.
- Speaking to an audience i.e. assemblies



Pupils at Hampton Hill are encouraged to spell basic words accurately. Yrs 3 - 6 have nightly spelling homework. Words are taken from their own writing and so are appropriate to their individual needs or from the list of 300 most frequently mis-spelt words in Primary Schools. Years 0 to 2 have the letter or blend of the week and related words when suitable.

Children are encouraged to experiment with words and to use language in new and satisfying ways.

Our school endeavours to provide an environment where each child's contributions are accepted and valued.



ENGLISH (READING)

Reading engulfs the whole curriculum. It is an important way of developing pupil's confidence and ability in Language.

At Hampton Hill we provide a balanced, enjoyable programme using the following approaches:

- Being read to
- Recreational reading
- Study and research
- Instructional reading based on individual abilities and groups
- Shared reading
- Appreciation of the various modes of written language, leading to an ability to work and read independently.
- A development of skills appropriate to the needs and development of each pupil.
- Poetry and rhymes
- Stories on CD
- Reading recover and the Targeted Student reading programme to assist children with reading difficulties



In addition to weekly visits to the School Library, each class can elect to visit the Tawa Public Library for the extension of skills.

The school library is fully automated and student librarians are trained yearly in Year 6.

We run the Elm Library Programme.



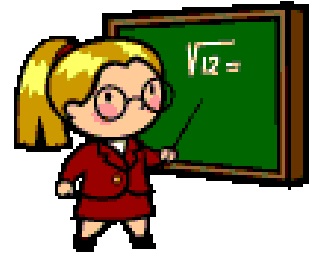
MATHEMATICS AND STATISTICS

Mathematics is the exploration and use of patterns and relationships in quantities, space and time.

Statistics is the exploration and use of patterns and relationships in data.

These are both related but involve different ways of thinking and solving problems. Both equip students with effective means of explaining and making sense of the world in which they live.

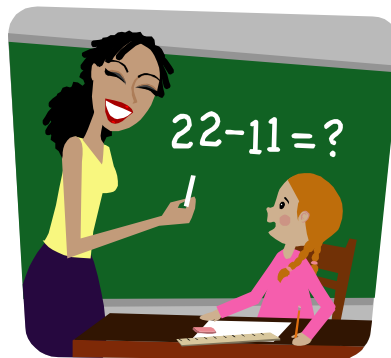
Hampton Hill School aims to develop positive attitudes towards mathematics. Teachers plan maths programmes which are relevant to our children's needs and which constantly relates examples of mathematical ideas to the children's natural environment. As teachers we will acknowledge and value the ideas and experiences which children already have.



Staff have participated in the Numeracy Project which places emphasis on 'hands on' learning for students. The classroom programmes are planned based on assessment information and use the numeracy project for the number and algebra strands and the NZC for other stands.

The maths programme covers the three main strands of the New Zealand Curriculum (NZC):

- Number and algebra
- Geometry and measurement
- Statistics



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is focussed on the wellbeing of the students themselves, other people and of society through learning in health related and movement contexts.

Hampton Hill's Health and Physical Education Programme is developed round the following strands:

- Personal Health and Physical Development
- Movement concepts and Motor Skills
- Relationships with Other People
- Healthy Communities and Environments



Physical Education aims to enable all pupils to enhance their physical skills allowing them to participate in an active lifestyle. We place much emphasis on a healthy body.

Hampton Hill pupils participate in daily fitness and skills lessons. Shoes suitable for P.E. are essential and older children are encouraged to bring a change of T shirt etc.

Hampton Hill enters a number of teams in the Saturday Schools Netball and Hockey Competitions during the winter terms and also sends teams to competitions arranged during the year: Rippa Rugby, Cricket etc.

A Tawa Primary Schools Interschool Sports group arranges one event a term e.g. Cross Country, Swimming, Athletics for Interschool Competition. These events lead to Wellington Inter Sports Competition.

Swimming is taken in a block. Children swim at the Tawa Pool and are taught by trained instructors.

Health and Physical Education lessons take a thematic approach and so pupils are involved in:

- Mental Health
- Sexuality
- Food and Nutrition
- Physical Activity
- Sports studies
- Outdoor Education
- Body care and Physical Safety



THE INQUIRY APPROACH

Inquiry-based learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.

At Hampton Hill we will use the inquiry model – Find it, Sort it, Use it, where teachers and students ask questions about the big topic (find it), gather and analyse information (sort it) and then generate solutions, making decisions, justify conclusions and take action (use it). We cover one inquiry topic each term school wide and over this time classes will spend approximately seven weeks on the immersion stage where teachers cover the key understandings that we want students to have, then spend approximately three weeks on student directed learning where students select an area of interest to them and do their own inquiry from this.

The template below integrates the curriculum areas of Social Sciences, Science, Technology and The Arts to fit into our big idea (topic), as well as incorporating the key competencies, principles, values and future focus areas of the New Zealand Curriculum



2012 inquiry planning	Term One	Term Two	Term Three	Term Four
Future Focus	Citizenship	Sustainability	Globalisation	Enterprise
Concept	Treaty's and Rules	Power	Festivals and Celebrations	Challenges
Values	Equity, through fairness and social justice Integrity, which involves being honest, responsible, and accountable and acting ethically Community and participation for the common good	Ecological sustainability, which includes care for the environment	Diversity, as found in our different cultures, languages, and heritages	Excellence, by aiming high and by persevering in the face of difficulties Innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively
Principles	Treaty of Waitangi Inclusion Community engagement	Coherence	Cultural diversity	High expectations Learning to learn
Curriculum Areas	S.S, Health, P.E, Art	Technology, Science, S.S	Arts, Health and P.E, S.S.	Technology, Science, S.S, Arts
Key Understandings	Rules and agreements are necessary. Rights and responsibilities	Different types of power in the physical world.	Appreciating the diversity of celebrations.	Learning strategies for approaching challenges.
Key Comps	Self-Management Relating to others	Thinking	Participating and Contributing	Using language symbols and texts

SOCIAL SCIENCES

Social Science is about how societies work and people become responsible citizens. Contexts for learning are drawn from the past, present and future and from places within and beyond New Zealand. Through the inquiry approach Hampton Hill aims to cover the four Social Science strands:

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



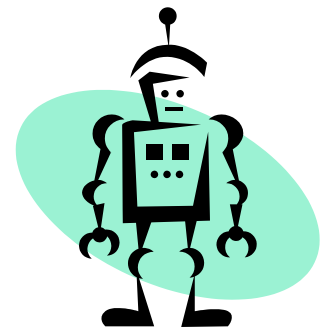
SCIENCE

Hampton Hill aims to achieve learning in Science through the inquiry approach by helping students to:

- Develop an understanding of the world, built on scientific theories
- Learn that science involves particular processes and ways of developing and organising knowledge
- Use their current scientific knowledge and skills for problem solving and for developing further knowledge
- Use scientific knowledge and skills to make informed decisions relating to their own lives and cultures and to the sustainability of the environment.

Inquiry planning school wide will cover the five Science achievement areas:

- The nature of science
- The living world
- The planet earth and beyond
- The physical world
- The material world



TECHNOLOGY

At Hampton Hill the aim of teaching technology education through the inquiry approach is to enable students to achieve technological literacy through relevant and meaningful contexts. This will help to equip them to participate in society as informed citizens and give them access to technology related careers. Information and technological skills are used in all areas of life and we believe knowledge of this is essential for functioning in a modern society. We have a Cybersafety Policy and Agreement to ensure safe practice. The Internet is available in all classrooms.

The learning area comprises three strands:

- Technological knowledge
- Technological practice
- Nature of technology



THE ARTS

At Hampton Hill we believe art is essential to the development of the creativity and expressive capabilities of the child. Pupils are exposed to a variety of art forms and media. We provide an arts programme which we integrate into our termly inquiry's comprising the four disciplines of the National Curriculum:

Dance

Dance, in the National Curriculum, is expressive movement that has intent, purpose and form. In dance students will:

- Develop practical knowledge in dance
- Develop ideas in dance
- Develop knowledge and understanding of how dance communicates and is interpreted and evaluated.
- Develop knowledge and understanding of the forms and purpose of dance and its integral part in past and present cultures and societies.



Music

The aim at Hampton Hill is to fully involve pupils in the active, creative processes of making and listening to music, in ways that promote individual aesthetic growth and fulfilment. Literacy in music involves:

- Developing a practical knowledge
- Developing ideas in music
- Communicating and interpreting in music
- Understanding music in context



In Years 5 and 6 pupils are involved every two years in the Tawa Musical Festival, in which the six primary schools, Intermediate, and College participate. This is a major production with the next being held in 2012 at the Michael Fowler Centre.

Drama

This enables students to link their own imaginations, thoughts and feelings with drama. Students are involved in:

- Developing a practical knowledge in drama
- Developing ideas in drama
- Communicating and interpreting in drama
- Understanding drama in context.



Visual Art

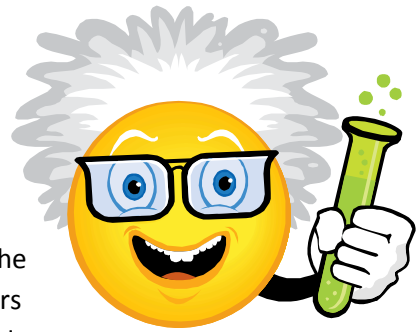
Visual art is taken in all classrooms. Visual artwork from each class is featured all year round in the Administration building. On occasions (when relevant to teaching units) visits are made to such places as the Dowse Art Gallery etc.



ADDITIONAL PROGRAMMES & ACTIVITIES

High Achievers Programme

This programme is provided for students who, through a variety of assessment methodology, have been found to have above average academic ability, an excellent commitment to learning and creative ability. The philosophy behind the establishment of the programme is based on a number of the world's leading researchers and on the Ministry of Education's Publication "Gifted and Talented Students. Meeting the Needs in N.Z. Schools".



Children are withdrawn from classrooms for two hours on a Monday to work together on individual research topics. Parental permission is gained for this programme, and students are encouraged to use resources outside the school i.e. Te Papa, N.Z. School of Dance, Art Galleries, Architects etc.

Kapa Haka Group

In 2003 a Kapa Haka Group was formed. Students are divided into two groups – social and competitive. These groups meet every Monday morning and perform for school and out of school purposes. In 2004, 2005, and 2006 the group performed in the Manu Ariki Kapa Haka Festival. In 2006 they came second in all sections. In 2010 they were given a lead role in the Michael Fowler Centre for the Tawa Goes to Town community music festival.



Boys are BOYS – Boys are being Outstanding Young Students

This programme was established in 2011 and focuses on developing leadership skills and a sense of community in our male students. Boys are selected for this programme from years 5 and 6 and take part in a range of activities including team building, community based projects, community assistance and leadership development. It is run by a staff member and a parent each Friday for 1 ½ hours.

