

Ponsonby Intermediate Curriculum Pathway

What does the 'Ponsonby Experience' look like in Term 1?

“Articulate, energised achievers; ready for the future”

SMART Target for Term 1: **Right place, right time, right gear, right attitude**

English	<p>Year 7 Big Question: Our Endangered Earth - What's going on and how can we help?</p> <p>Learning Intentions: Read and understand at chronological age Read to locate information on issues of concern Gather, evaluate and synthesise information across a range of texts Use a variety of visual aids that link back to the main ideas of a texts</p> <p>Year 8 Big Question: What Inspires Us to Write?</p> <p>Learning Intentions: Write a short story based on inspiration Illustrate a short story Research an author and give an oral presentation Students will use the following reading strategies:</p> <ul style="list-style-type: none">• Visualising• Questioning• Identify the writers' purposes and the ways in which writers use language and ideas to suit their purposes
Maths	<p>Big Question: What skills and strategies do I need in Mathematics to solve real life problems?</p> <p>At Ponsonby Intermediate we are teaching PR1ME Mathematics. This is a program based on the effective teaching and learning practices of Singapore, Republic of Korea and Hong Kong. Problem solving and real life Mathematics is at the heart of the program.</p> <p>PR1ME Mathematics focuses on 5 areas; Metacognition, or "thinking about thinking", refers to the awareness of, and the ability to control one's thinking processes, in particular the selection and use of problem-solving strategies. Mathematical processes refer to the skills involved to acquire and apply mathematical knowledge. This includes</p>

	<p>reasoning, communication, thinking skills and heuristics, and application and modelling.</p> <p>Mathematical concepts cover numerical, algebraic, geometrical, statistical, probabilistic, and analytical concepts. Students should develop the mathematics ideas in depth and as an integrated whole.</p> <p>Attitudes refer to the affective aspects of mathematics learning such as:</p> <ul style="list-style-type: none"> - Appreciation of mathematics and its usefulness - Interest in learning mathematics - Confidence in using mathematics - Perseverance in solving a problem <p>Mathematical skills include procedural skills for numerical calculation, algebraic manipulation, spatial visualisation, data analysis, measurement, use of mathematical tools, and estimation.</p> <p>All students are working on their own learning pathway and are learning different concepts at different levels throughout the term.</p>
<p>Science</p>	<p>Material World Big Question: Why is Chemistry Important?</p> <p>Learning Intentions:</p> <p>Year 7</p> <p>Developing an understanding of how to identify different structures, states, and properties of matter, and how these impact our lives.</p> <p>Developing an understanding of how to conduct scientific investigations and to ask pertinent questions in the scientific study of Chemistry.</p> <p>Year 8</p> <p>Identify different structures, states, and properties of matter, and how these impact our lives.</p> <p>Learn to ask questions, find evidence and carry out appropriate investigations within the scientific study of Chemistry.</p> <p>Planet Earth and Beyond Big Question: How will students recognize that the Earth is a living entity, and why it is important to understand the physical make-up of Earth?</p> <p>Learning Intentions:</p> <p>Year 8</p> <p>Identify the common processes of plate tectonics, volcanoes, earthquakes, tsunamis and landform features of and the Earth.</p> <p>Learn to ask questions, find evidence and carry out appropriate investigations within the scientific study of</p>

	<p>Geology</p> <p>Year 7 Developing an understanding of how to identify the common processes of plate tectonics, volcanoes, earthquakes, tsunamis and landform features of the Earth Developing an understanding of how to conduct scientific investigations and to ask pertinent questions in the scientific study of Geology</p>
<p>Learning Languages</p>	<p>Big Question: How can Learning Languages enrich our lives?</p> <p>Learning Intentions: <u>Japanese</u> Develop a basic understanding of language and culture through research Be able to articulate and use simple phrases that may be required if they were to travel overseas <u>Māori</u> Developing confidence in speaking and using Te Reo Māori as part of their everyday language Develop a greater understanding of Tikanga (culture) me kawa (protocol), understand the structures of a mihi and how to present a whaikorero</p>
<p>Social Sciences</p>	<p>Year 8 Big Question: How and why do people view and use resources differently and what are the consequences of this?</p> <p>Learning intentions: Understand how producers & consumers exercise their rights & meet their responsibilities. Collect, organise & analyse information Identify & describe some typical consumer problems Access, make sense of, & use information derived from consumer laws & regulations. Describe the rights & responsibilities of consumers and businesses Explain how to make a complaint to a trader about faulty goods.</p> <p>Year 7 Big Question: How do cultures respond to disasters, what impact do disasters have on communities and how might they effect future disaster management?</p> <p>Learning Intentions: Identify types of challenges and crises that people face Identify groups trained to help in different types of crises and how they respond to disaster situations. Explain how groups and individuals work together to deal with crises and challenge</p>

	Explain about past disasters events and their impact on the past and the present
Visual Art	<p>Year 7 Big Question: How do artists incorporate cultural images and identity into their artwork?</p> <p>Learning Intentions: Explore the meanings behind chosen objects, symbols and motifs in New Zealand art Respond to a variety of visual ideas and apply these to their own work</p> <p>Year 8 Big Question: How and where do artists find inspiration?</p> <p>Learning Intentions: Explore the associations people have with different urban symbols and objects Apply the elements and principles of visual art using a variety of media</p>
Music	<p>Big Question: How do we use music to express ourselves?</p> <p>Learning Intentions: Year 7 Prepare, rehearse, present and evaluate music performances. Year 8 Use musical elements, instruments and technologies to create and present original music compositions</p>
Performing Arts	<p>Big Question: What value does Performing Arts have to our lives?</p> <p>Learning Intentions: Year 7 Explore how improvisation and characterisation can be used to develop and express ideas. Explore how the elements of dance can be used to create and present ideas in order to express ourselves Year 8 Discover how dramatic elements, techniques and conventions can be used in creating a piece of drama Explore how the elements of dance can be used to create and present ideas in order to express ourselves</p>
Technology and Design	<p>Big Question: Where do our clothes come from and how can we use innovation and design to create our own textile projects?</p> <p>Learning Intentions: Year 7 Technological Practice: Learn and understand the basic practices of textile design to create a simple project</p>

	<p>Technological Literacy: Understand the origin of our clothing and the reasons for this; learn about a variety of fabrics and fibres and how they turn into usable fabrics</p> <p>Year 8 Technological Practice: Learn a range of textile design practices across a multitude of media to create a range of products Technological Literacy: Understand the process of textile design and how innovation leads to clothing developing over time</p>
Exploring Technology	<p>Year 7 and Year 8 Big Question: Where am I on the pathway in becoming a technology expert?</p> <p>Learning Intentions: Design and create using a range of digital technology programs. Explain the procedures used in a range of digital technology programs</p>
Physical Education	<p>Year 7 and Year 8 Big Question: Can we catch, throw, field and bat in order to play softball and cricket?</p> <p>Learning Intentions: <u>Cricket</u> Identify and demonstrate correct overarm throw and cup catch technique Show understanding of correct technique to field a cricket ball Participate in and attempt to correctly bowl overarm Participate in learning correct technique in a bat swing Attempt to hit a bowled ball with a bat <u>Softball</u> Using prior knowledge, identify correct overarm throw using softball Demonstrate how to catch a softball with cupping technique Participate and attempt to correctly under arm pitch Attempt to catch a softball using a glove Demonstrate correct technique in a bat swing Attempt to hit a pitched ball with a bat</p>
Home Economics	<p>Year 7 Big Question: How do we acquire skills to ensure a healthy nutritional understanding of food and diet?</p> <p>Learning Intentions: Follow instructions to produce a range of nutritional meals Explain the functions of nutrients in relation to a healthy diet Improve their understanding of the importance of food hygiene and being safe in the kitchen</p>

	<p>Year 8 Big Question: How do we utilize and demonstrate our understanding_of healthy nutritional skills about food and diet?</p> <p>Learning Intentions: Recognise the nutrition information panel on a food or drink item and identify the amount of fat and sugar in a food or drink item Understand the harmful health effects of eating unhealthy bought food frequently Select, cook and serve a range of nutritional meals and gain an understanding of the importance of eating as whānau</p>
<p>ESOL</p>	<p>Big Question: How can we learn and understand New Zealand culture?</p> <p>Learning Intentions: Develop confidence in using and speaking in English Learning to write simple sentences that can be used in conversation Learning to decode and comprehend written texts and interpret visual images Developing vocabulary in a mathematical context</p>
<p>EOTC & PIP (Ponsonby Intermediate Pathway) Programme</p>	<p>Big Question: How can we use our School Values in and around our Community?</p> <p>Learning Intentions: Participate in activities around Auckland which promote student engagement using a range of environments and locations Apply the school values to our experiences around Auckland Participate in a range of classroom activities with a variety of students Understand our school values Develop ideas about our school thinking tools Develop ideas on how I can be personally successful at Ponsonby Intermediate School Discuss my learning goals and learning experiences in a range of ways Understand the ways I can challenge myself in my learning at Ponsonby Create a piece of work that represents my learning so far at Ponsonby</p>