

Ponsonby Intermediate Curriculum Pathway

What does the 'Ponsonby Experience' look like in Term 3?

“Articulate, energised achievers; ready for the future”

English	<p>Year 7 Big Question: What makes a great story?</p> <p>Learning Intentions:</p> <p>Reading Read and understand at a chronological age Identify purpose and audience of a text Independently read a range of short stories Identify the structure and style of a range of short stories</p> <p>Writing Write an original short story Use the correct language conventions for short story writing</p> <p>Speaking Present an original speech</p> <p>Viewing Create an illustration for a short story</p> <p>Year 8 Big Question: How are characters portrayed and developed in texts?</p> <p>Learning Intentions:</p> <p>Reading Read and understand at a chronological age Analyse and interpret author's inference in relationships and characters Identify characteristics of characters in a text</p> <p>Writing Write a character portrayal</p> <p>Speaking Present an original speech</p> <p>Viewing Create a visual image relating to character development</p>
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<p>Maths</p>	<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 programme 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 programme.</p> <p>PR1ME Mathematics focuses on 5 areas:</p> <p>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.</p> <p>Mathematical processes refer to the skills involved to acquire and apply mathematical knowledge. This includes 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 and understand different elements of Material Science, 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>Learn to identify and understand different elements of Material Science, 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 Identify the common processes of plate tectonics, volcanoes, earthquakes, tsunamis and landform features of the Earth Learn to ask questions, find evidence and carry out appropriate investigations within the scientific study of 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>
Learning Languages	<p>Year 7 and 8 Big Question: How can Learning Languages enrich our lives?</p> <p>Learning Intentions:</p> <p><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</p> <p><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>
Social Sciences	<p>Year 7 Big Question: How did people respond to the challenges posed by WW1?</p> <p>Learning Intentions: Discuss and describe an aspect of WW1 Research information using a range of sources Analyse and interpret information from a range of sources Understand how historical events have cause and effect Present information clearly and concisely to inform others Use a timeline to explain a series of events</p>

	<p>Year 8 Big questions: The Passion Project - Events in History - How do the cause and effect of past events impact and shape the present?</p> <p>Learning Intentions: Understand how cultural practices reflect and express people's customs, traditions and values Identify how the ideas and actions of people from the past have a significant impact in shaping the present Understand how places influence people and people influence places Identify how events have cause and effect Present information clearly and concisely to inform others</p>
Visual Art	<p>Year 7 Big Question: How do artists incorporate cultural images and identity into their artwork? 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? 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 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 I use an understanding of rules, tactics, strategy to solve the problems posed by team sports or opponents?</p> <p>Learning Intentions: Develop more complex movement sequences in a range of situations Demonstrate a range of different skills and strategies to solve practical problems in a variety of game situations Identify the effects of changing situations, roles and responsibilities within a team</p>
Health	<p>Year 7 and 8 Big Question: How could the decisions I make have an effect on my body and brain?</p> <p>Learning Intentions: To understand how my body works and why changes occur</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 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>
ESOL	<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>