

TYNDALE PARK CHRISTIAN CURRICULUM OUTLINE

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Bible

The memorisation of Scripture is an important, indeed a necessary part of its study. "Thy word have I hid in my heart, that I might not sin against thee." Psalm 119:11 It is only as the Bible is memorised that it becomes so much a part of a person that its light is shed on every aspect of life. This prescription sets as a minimum for every child to learn at least one verse a week.

Memory Verse work at all levels aims for a minimum of 20 verses learnt each year, with additional requirements in higher Years. Ideally, memory verses learnt should compound, but as the objective of the courses is to ensure children are familiar with the Bible and its application to the other courses studied, it will not normally be expected that children are able to recite all verses learnt in previous years.

YEAR 1: Students can talk about the creation of the world; know that God loves us; can recite the Lord's Prayer; can recognise some Old and New Testament people; can tell about God's rescue plan, including the Lord Jesus Christ's birth, death and resurrection.



YEAR 2: Students can tell that God made us and loves us, that God will help them with their tasks, that God always keeps His promises, how God gave us His inspired Word, the Bible; the importance of a just and right heart, that God created orderly systems, the children can tell about the lives of people in the Bible who loved God and wanted to please Him.

YEAR 3: (Even Year) The pupil can illustrate from the Scripture how to love, obey, praise, worship and serve God; talk about **creation and the chronological events of the Bible based on God's pattern for revealing truth**, as well as the life of Christ in its historical context; discuss God's love and protection of His people; know the Bible is the Word of God.

YEAR 4 & 5: (Even Year) The pupil can illustrate from Peter's life how to live for God; explain how God's knowledge can help them live as a child of God; discuss the life of Paul before and after his conversion; talk about the geography of the Old Testament and the influence of the land on Abraham and his descendants; describe examples by Jesus and Paul of love and witness.

YEAR 4 & 5: (Odd Year) The pupil can list the qualities of God's presence, outline reasons why the Bible is one book, state the main sections and the order of books; answer attacks on the authenticity of the Bible; describe people in the Bible and characteristics necessary for living for God examples of people living for God since Bible time; outline Paul's missionary journeys and able to identify the three worlds (home, school and work) and apply the truths found in the book of Proverbs.

YEAR 6: The pupil can describe the Genesis account of creation; outline Old Testament history from creation to Moses, from Joshua to Samuel and the kingdom of Israel through to the divisions of the kingdom, the captivities and the restoration; recognise Jesus as the fulfilment of Old Testament prophesy; identify major events in Jesus' life, miracles and teachings; describe major events in Paul's life; know the purpose, theme and outline of Hebrews and the general Epistles.

YEAR 7: The pupil can define worship and give examples, describe the creation and fall of mankind, list and explain the attributes of God (love, grace and mercy), explain the elements of the Christian life, describe the different types of Hebrew poetry and give examples; and give details of Jesus' incarnation and public earthly ministry.

YEARS 6-7 Reviewed and suggest the following...

YEARS 6-8: (Even Years) The pupil can describe the Genesis account of creation; demonstrate an acceptable knowledge of Old Testament history from creation to Moses, Joshua to Samuel, the kingdom of Israel through to the divisions of the kingdom, the captivities and the restoration of the nation; recognise Jesus as the fulfilment of Old Testament prophesy; identify major events in Jesus' life, miracles and teachings; describe major events in Paul's life; know the purpose, theme and outline of Hebrews and the general Epistles. (Odd Years) The pupil can define worship and give examples, describe the creation and fall of mankind, list and explain the attributes of God (love, grace and mercy), explain the elements of the Christian life, describe the different types of Hebrew poetry and give examples; and give details of Jesus' incarnation and public earthly ministry.

YEAR 8: The pupil can give details of Christ's teaching on prayer, explain our need of salvation, and the way and results of salvation, list and explain the attributes of God, outline the history of the early Church, trace Paul's missionary journeys, analyse Biblical Proverbs in terms of literary forms and key themes, outline Biblical solutions to some problems with self, school, and planning, and understand God's plan for families.

YEAR 9: The student is able to: give a survey of the New Testament; compare the four Gospel accounts; describe early Church history; outline the writings of Paul and the other writers of the General Epistles; discuss suffering, using Job as an example; recite 16 verses.

YEAR 10: The student is able to: give a survey of the Old Testament tracing God's redemptive plan, beginning with Creation and the Fall of Man; give details on prominent Old Testament characters such as Abraham, Moses, the Judges, David and the prophets; recite 20 verses.

YEAR 11-13: The student is able to: demonstrate their understanding of the person and works of Jesus from the four Gospels; demonstrate understanding of their identity, purpose and destiny; produce a portfolio of evidence of their service to people, animals and environment; memorise 40 verses. (newly introduced)

English

Reading (LITERATURE)

YEAR 1: BIBLE: Recalls main events from Bible stories, orally recites memory verses, including references; PHONICS: Identifies letter names, breaks words into phonemes and onset & rime, accurately reads letter sounds and words with short vowel sounds and consonant digraphs (CVC, CCVC, CVCC), including plural and compound words, reads some high frequency words (based on phonetic and grammatical rules); PHONEMIC AWARENESS: Isolates, blends, segments, and manipulates individual speech sounds; PHONOLOGICAL SENSITIVITY: Counts & identifies words in spoken & written sentences and syllables in spoken words, recognises rhymes and alliteration, segments and blends spoken words by onset & rime; COMPREHENSION: Reads and shows understanding of short sentences and short stories; shows understanding of stories read aloud (i.e. listening comprehension).

YEAR 2: BIBLE: Recalls the main events of Bible stories, orally recites memory verses, including references. PHONICS: Accurately decodes words with short and long vowels as well as vowel and consonant digraphs. COMPREHENSION: Identifies main characters in a text. The student can read and comprehend short stories, can retell a simple story, predict story endings and can identify the main character of a story. NON-FICTION: The pupil can distinguish between a fiction and nonfiction text and can search the text for relevant information or facts to answer a question.

YEAR 3: BIBLE: Retells stories of people, explains setting and identifies character traits in stories about people and what they did. PHONICS: Review short and long vowel sounds as well as vowel and consonant digraphs. COMPREHENSION: Identifies different settings, makes inferences about why characters acted as they did. FICTION/PLOT: Identifies parts of plot that show what a character is like; CHARACTERISATION: Describes characters by physical appearance, words and actions; SETTING: Describes setting in terms of place and time. NON-FICTION: Retrieve and record information from non-fiction texts.

YEAR 4: BIBLE: retells parables and identifies/explains meanings; NON FICTION/HISTORY: identifies events and concerted actions; recalls and retells events, identifies actions of nations, describes influence of main characters, identifies motivation of main characters; READING FOR INFORMATION: compiles information on one topic from range of sources, differentiates between fact and opinion. FICTION: identifies different forms (including historical novel, adventure, allegory); PLOT: identifies events (related and unrelated) that build suspense; CHARACTERISATION: includes thoughts and emotions of characters in describing them; SETTING: includes mood in description of setting.

The pupils read parables and begin to identify the meanings; They are able to select books to read for pleasure and read independently a variety of fiction and nonfiction texts. They will be able to identify literal and inferential information from the stories read. In nonfiction texts they will begin to identify events and concerted actions; recalls and retells events, identifies actions of nations, describes influence of main characters, identifies motivation of main characters. Reading for information the students will compile information on one topic from a range of sources, differentiating between fact and opinion. In fiction books pupils will identify different forms of events related and unrelated that are building suspense and climax of the story, and while reading they will become aware of the characters' thoughts and emotions and motivation for their behaviour. The pupil will begin to recognise that authors have different voices and styles.

YEAR 5: BIBLE: identifies forms (historical, poetry, prophecy, Gospels, Epistles), identifies main influences on the actions of men in historical passage; NON FICTION/HISTORY: identifies the idea/principles influencing the actions of people and nations, identifies the purpose of the author; TECHNICAL: follows instructions, explains how machine or system works, relates text to accompanying charts/diagrams; REFERENCE: uses index, encyclopaedia, to identify main points, identifies bias of author by comparisons with other works/writers. FICTION: identifies the point of interest, symbols and theme, and supports statements of these by reference to the book.

The pupils will read parables and identify the meanings; will identify the main influences on the actions of men in historical passages. Students will read current events and identify the ideas or principles influencing the actions of people and nations, they will identify the purpose of the author. The students will think critically and begin to identify the bias of the author by comparisons with other writers. The Pupils will read instructional text and follow instructions to explain charts or diagrams. They will select fiction books and will identify the point of interest, symbols and theme, and support statements of these by making reference to the book. The students will read at their chronological age or above with good literal comprehension, and with local and global inferential comprehension. They will self-evaluate their reading progress and will be able to articulate their learning with confidence.

YEAR 6: BIBLE: retells narrative in own words, identifies God's sovereign actions, identifies main teaching/doctrine by reference to selected passages in books studied; LIBRARY SKILLS: correctly locates titles by author in fiction section, can use title/author index to locate book; BIOGRAPHY: differentiates between biography and historical novel; FICTION: identifies development of theme in relation to development of plot, identifies character motivation, makes inferences (relating to setting, character, etc) from dialogue, can describe conflict and resolution, identifies and explains significance of changing point of view and can compare setting with own experience.

YEAR 7: BIBLE: retells stories of people and describes the development of character in terms of their faith and relationship to God, can state applications in own lives with reference to specific passages and style of writing (poetic, historical, etc); LIBRARY: correctly uses Dewey numbers in locating non-fiction titles, uses subject index; POETRY: identifies correct meter and reads aloud with suitable timing and emphasis, correctly identifies theme and some images; BOOKS: identifies sub-plots and describes contribution to the plot, describes features contributing to the development of suspense, identifies climax and anti-climax, interprets images, similes and metaphors used in books read, can use character actions to identify theme, can write a review in terms of plot and theme.

YEAR 8: BIBLE: summarises a Book and identifies main teaching by reference to specific passages, can state application to own life with reference to specific passages and the purpose and context of writing; LIBRARY: uses non-book library resources effectively. POETRY: identifies different poetic forms and their impact on mood and theme, correctly interprets common images, similes and metaphors; BOOKS: identifies factors contributing to mood, identifies implied character traits, differentiates between types of conflict, describes author's use of tone to advance theme, identifies and evaluates anthropomorphism.

YEARS 6-8: The student is able to demonstrate an ability to read with understanding, clarity, and appropriate expression at or above their age level, in order to carry out related activities such as; (1) answering various types of questions relating to cause/effect, sequence, problem/solution, main idea, setting, comparison/contrast, purpose/conclusion, (2) summarising or explaining the theme, plot, character traits and roles, and character motivations related to the carrying out of the plot, their understanding of key ideas and vocabulary used in a variety of texts including, but not limited to articles, reports, short stories, plays, and novels.

YEAR 9 & 10: The student is able to: demonstrate a knowledge of theme, plot, characterisation, Christian perspective, and setting in the given play, short story and novel; identify some examples of: imagery, metaphor, simile, personification, alliteration and point of view.

Oral English

All skills based subjects are accumulative.

YEAR 1: Students can correctly pronounce letter sounds and words; use appropriate speech in social situations (e.g. thank you, please) and are learning to speak in full and correct sentences; learn the meaning of new words (i.e. increase vocabulary); publicly say prayers of thanksgiving and supplication; listen attentively to others; say a Māori greeting and introduce themselves in Māori.

YEAR 2: The pupil is able to speak using full sentences when answering questions; is able to follow instructions; is able to give a short prepared talk on a given topic within the scope of their knowledge; is able to read or recite a short story or poem; is able to question others on their speech; is able to give their full name and address.

YEAR 3: The pupil participates effectively in group discussions as speaker and listener, and is able to ask and answer questions; reads aloud to a group and takes part in choral speaking.

YEAR 4: The pupil is able to read confidently in front of the class; and can research and write a speech on a given topic. The pupil is able to show a deep understanding of the ideas under discussion; and displays care and understanding when discussing particular issues. The pupil can give simple talks based on personal experience.

YEAR 5: The pupil is able to take a message accurately and contribute politely and positively to class discussion. The pupil can keep his audience engaged by using both verbal and non-verbal communication and speaks confidently with clarity and a variety of tone, pace, and volume. The pupil can research and write a speech on a given or chosen topic, can structure his speech, and use targeted language features to engage and entertain his audience.

YEAR 6: The pupil is able to conduct an interview outside the class and make a verbal or written report on the same; give a two minute speech to convince or explain how something works; ask appropriate questions to gauge students' understanding; use correct volume, eye contact, pronunciation, pace and inflection when speaking formally to the class; effectively take part in class discussion; give an impromptu description; take a message and ask for necessary information.

YEAR 7: The pupil is able to debate effectively (including basic rebuttal) taking either the affirmative or negative side; is able to recite a given set of memory verses each term (14 to 18 verses at this level); is able to recite a poem or passage of prose without prompting and using correct pitch, volume, expression, eye contact, and punctuation; is able to give a fluent one minute impromptu speech to the class on a given topic.

YEAR 8: The pupil is able to recite a given set of memory verses each term (16 to 24 verses at this level); is able to give a fluent two minute impromptu speech to the class on a given topic; knows and is able to point out the difference between formal and informal speech; is able to conduct as well as speak in a formal debate and rebut effectively and fluently.

YEAR 6-8: The pupil is able to conduct an interview or carry out research outside the class and make a verbal or written report on the same; give a two minute speech to inform, convince or explain how something works; use correct volume, eye contact, pronunciation, grammar, pace and inflection (tone) when speaking formally to the class; effectively take part in class discussion; give an impromptu description, possible explanation or justification for own or others' thinking; and is developing an ability to read to an audience with appropriate confidence, clarity, pace and expression.

YEAR 9 & 10: The student is able to: exchange ideas in discussion and demonstrate conventions of courtesy such as thanking a speaker; give a fluent speech of 3 to 4 minutes on a prepared topic or as part of a debating team; and read aloud without hesitation and with regard to written cues for emphasis, pace and expression.

Written English

YEAR 1: The student can capitalise the first letter in a name and the first word in a sentence, include a full stop or question mark at the end of a sentence, and include a gap between each word.

YEAR 2: The pupil will be able to write a complete sentence; capitalise the names for God, proper nouns and titles of books; will be able to find a word in the dictionary; write simple answers to questions; alphabetise words to the first letter; recognise and use the plural forms of words.

YEAR 3: The pupil is able to write a complete story maintaining the correct tense throughout and accurately apply subject/verb agreement; write complete answers to questions; alphabetise to the second letter; and identify different tenses. Use punctuation, i.e. capital letters, commas and apostrophes correctly.

YEAR 4: The pupil can write fiction and non-fiction stories including story elements such as setting, dialogue, and sequence of cause and effect; can write a problem and solution using descriptive words to express feelings and voice. Students will be beginning to write figurative language such as metaphors, similes and personification in some sentences. The pupil uses more complex sentences; and writes simple poems given a structure. Students will write recount, narratives and persuasion writing. The pupil writes paragraphs consisting of introduction, development, and closure; writes in chronological order of events and uses different connective words in the paragraphs. The pupil uses punctuation, i.e. commas, speech marks, interrogation, and exclamation marks.

YEAR 5: The pupil can write detailed and complex stories including story elements such as setting, dialogue and characterization. Able to write instructional writing, recount, narratives and persuasion writing. Students will be able to include figurative language such as metaphors, similes and personification in their stories. The pupil writes paragraphs consisting of introduction, development, and closure; writes in chronological order of events and uses different connective words in the paragraphs. Pupil will write a variety of poems such as cinquain, limericks and acrostics. The pupil uses punctuation: apostrophe for possession, can maintain the correct verb tense Grammar and proofread his own work. The pupil can identify the parts of speech and write figurative language to make his story interesting.

YEAR 6: The pupil writes essay forms (narrative, report, non-fiction, descriptive, expository), climax and anticlimax, business letter. Punctuation: quotation marks (titles, direct speech, inside quotations). Grammar: subject and predicate, phrases and clauses, prepositions. Check full alphabetic order.

YEAR 7 & 8: The pupil is able to write: a research project on a non fiction topic, factual and evidential reports; non fiction, fiction, and explanatory persuasive pieces of prose; correctly punctuated dialogue, three minute speeches, opinionated letters and essays; suspense/mystery; debates; précis and summaries in correct grammar with paragraphs, linking sentences and conclusions.

YEARS 6-8: The pupil is able to produce various forms of writing including: descriptive, narrative, expository (to explain or inform), persuasive, autobiographical sketch and narrative, opinion, business and personal letters, and basic formal essay (composition), and is able to use appropriate forms of punctuation such as capital letters, full stops, quotation marks, exclamation and question marks, to demonstrate an ability to form sentences and paragraphs correctly, and to proofread and edit own writing where necessary. The pupil is also expected to demonstrate an understanding of the various parts of speech including: Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions and Interjections, and (if time permits), an understanding of Complements, Phrases and Clauses, Correct Agreement, and Modifiers.

YEAR 9 & 10:

COMPOSITION

Year 1: The student is able to: write an accurate description of people, places, and things, record and report on experiences and events with accuracy and interest; write business and personal letters; write a review; write notes of lectures, sermons, discussions, etc.

Year 2: The student is able to: write debates and formal speeches; do comparative writing; rearrange known facts to answer a question; write a persuasive letter; give arguments, explanations, instructions, directions, and make requests.

Grammar

Year 9: The pupil is able to recognise the following: noun, verb, adjective, adverb, preposition, and conjunction; and explain their purpose in a sentence; describe a sentence in terms of a subject and predicate; identify dependent and independent clauses, and phrases; define correct agreement and use verbs, pronouns and modifiers correctly.

Year 10: ACE English course

Spelling

YEAR 1: Students can phonetically spell words with 3 and 4 sounds, including short vowels and consonant blends (such as bl). Students can recite and apply spelling rules. Students can spell some high frequency words, based on phonetics and spelling rules and exceptions.

YEAR 2: Students can spell all three letter words and a range of words containing consonant blends, digraphs and words containing a suffix. Students can apply their knowledge of spelling rules and exceptions to the rules when spelling a range of high frequency and essential spelling words at their level.

Students can phonetically spell words with 3 and 4 sounds, including short vowels, consonant blends (such as bl), and digraphs.. Students can recite and apply spelling rules. Students can spell some high frequency words, based on phonetics and spelling rules and exceptions.

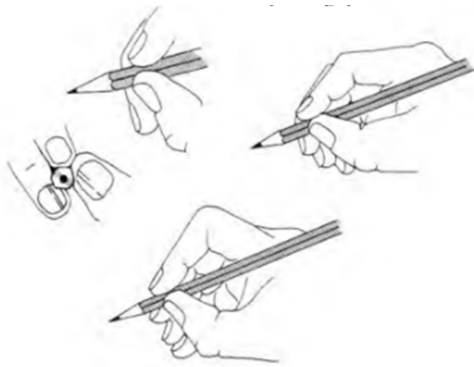
YEARS 3 - 8: Pupils will be tested weekly on a school standardised spelling list. Each student's ability to spell

correctly in all written work is also taken into consideration when assessing his or her level of achievement. (spelling rules will be reinforced throughout the year. Special attention to plural and singular, suffixes, prefixes, short and long vowels, double consonants and digraphs).

YEARS 9 & 10: This course follows a two-year cycle. The student is able to identify specific spelling patterns and rules; and is building a wider vocabulary.

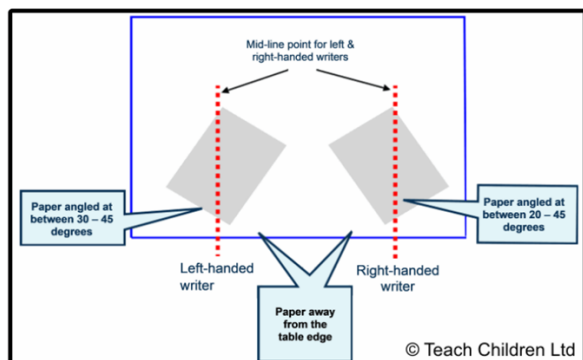
Handwriting - Year 1 to 8

YEAR 1: Students can use a correct pencil grip and position paper appropriately. Students form letters in the correct manner, using a straight script, neatly on double lines. See illustrations.



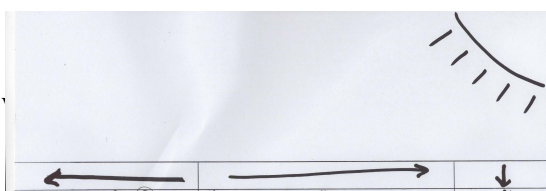
From Teaching Handwriting - Ministry of Ed (2008)

The key elements to positioning the paper when handwriting



Supporting a child to position and tilt their paper correctly for handwriting

From <https://teachhandwriting.co.uk/paper-position-for-comfortable-handwriting.html>



YEAR 2: The pupil is able to write the sloped print script in pencil on double lines with correct shape and slope and nearly even size.

God listens to us wherever we are
or whatever we are doing. He is
never too busy to listen when we need
to talk with Him.

YEAR 3: The pupil is able to write sloped print script in pencil with even size, shape, slope and spacing on double lines. They may be on to single lines.

For by grace are ye saved through
faith,
and that not of yourselves it is the gift of God,
not of works lest any man should boast.

YEAR 4: The pupil is able to write the sloped print script in pencil on single lines with even size, shape, slope and spacing.

II Timothy 2:15 Study to shew thyself approved unto
God, a workman that needeth not to be ashamed,
rightly dividing the word of truth.

YEAR 5: The pupil is able to maintain even size, shape, slope and spacing at speed. Linking may have been started.

O praise ye the Lord, all ye nations; praise him, all ye people, for his merciful kindness is great toward us and the truth of the Lord endureth forever. Praise ye the Lord.

YEAR 6: The pupil is able to write at speed with correct linking.

In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters.

YEAR 7: The pupil is able to write the correct script in ballpoint pen at 60 letters per minute.

The Objectives and Purposes of Proverbs

Proverbs, like all of God's Word is unwritten for our guidance and instruction. Here are some of the main objectives and purposes of Proverbs.

- 1 To know wisdom and instruction. (Proverbs 1:2)
- 2 To perceive the words of understanding. (Proverbs 1:2)
- 3 To receive the instruction of wisdom. (Proverbs 1:3)

YEAR 8: The pupil is able to write the correct script in pen at 80 letters per minute.

Ephesians 2:8,9 - for by grace are ye saved through faith; and that not of yourselves: it is the gift of God. Not of works, lest any man should boast.

The Arts

VISUAL ART

YEAR 2: The pupil is able to recognise artwork as showing God's creation; is able to draw and recognise line, varied shapes, value (dark and light), colour pattern, size and texture; is able to use the material provided correctly (eg effectively holding pencil/brush, using all of the paper); identify and name the primary colours; is able to complete the task with care; is able to make basic use of pencil, pastel, crayon, large, medium and fine paint-brushes and clay; is



able to make basic vegetable and mono prints.

YEARS 3 & 4: The pupil is able to demonstrate a basic use of contour drawing techniques and has begun to use more details in other pictures (such as hair, buttons, patterns in clothes); demonstrates space and depth through the use of overlapping shapes; is able to explain the colours found on the colour wheel; is able to identify the variety of shape, texture, colour and pattern as used by artists; is able to use soft lead pencil and ink pen, make a stencil, line print and clay object.

YEARS 5 & 6: The pupil is able to demonstrate positive and negative shapes, use shading techniques to make drawn forms appear solid and realistic, and the techniques of stippling, cross hatching and washes; is able to explain the use of shadows and reflections in a painting; rudimentary perspective principles in landscape drawings; is able to name aspects of perspective and proportion for both impact and beauty in recognised pieces of art; is able to use water colour brushes and paper and make a glue line relief print.

YEARS 7 & 8: The pupil is beginning to create movement in composition and is able to demonstrate the use of warm and cool colours; is able to draw with deliberate planning using an outline sketch from the environment; is able to identify the medium used in masterpieces; is able to use oil pastels.

YEARS 9 & 10: An introduction to the principles of textile art, 3D Art and drawing to lay the foundation for high school art.

MUSIC

Year 3: Sing well-known songs as rounds. Able to clap and improvise notated rhythms to music, including minims, crotchets, quavers, semiquavers, and crotchet rests. Able to echo simple musical phrases on a pitched instrument. Explore the use of the elements – tempo, dynamics (p, f < >), be able to describe the timbre of a sound. Able to compose simple melodies through voice or pitched instruments. Be able to describe how music is used in their lives. Able to individually share musical ideas with the class.

Year 4: Able to play and improvise notated rhythms to music including semibreve, minim, crotchet, quavers, semiquavers, crotchet rests. Able to echo musical phrases on a pitched instrument. Make use of the elements of music (tempo, dynamics (mp, mf), timbre through percussion or voice. Explore the uses and purposes of music in their lives. Able to write some simple rhythmic notation. Able to individually perform musical ideas to the class with basic performance skills.

Year 5: Able to play and improvise notated rhythms to music including semibreve, minim, crotchet, quavers, semiquavers, crotchet rests, minim rests. Able to echo musical phrases on a pitched instrument matching the pitch direction. Learn new dynamics symbols (pp, ff) and be able to use them and different tempos in short compositions. Explore the uses and purposes of music in the community. Able to write 4 bars of simple rhythmic notation. Explore the contexts for different songs. Able to individually perform short compositions to the class using some performance skills.

Year 6: Able to play and improvise notated rhythms to music including semibreve, minim, crotchet, quavers, semiquavers, crotchet rests, minim rests and triplets. Able to echo musical phrases and create their own musical phrases. Be able to use some of the elements of music in short compositions (tempo, dynamics, tone colour, texture). Be able to verbalise how music is used in their lives and the purposes behind these uses. Able to write 4 bars of rhythmic notation. Explore and analyse the uses and purposes of music in the

community and their lives. Able to individually perform short compositions to the class individually and in small groups using performance skills.

Year 7: Able to play and improvise longer notated rhythms to music including semibreve, minim, crotchet, quavers, semiquavers, crotchet rests, minim rests, triplets and other quaver/semiquaver combinations in time signatures 4/4, 3/4. Able to create musical phrases using music devices. Use technology to play and create music. Be able to use some of the elements of music in short group compositions (tempo, dynamics, tone colour, texture, form). Explore, analyse and evaluate the uses and purposes of music in the community and make connections with their own lives. Able to write rhythmic notation and create melody to it. Explore the history/background of various styles of music. Able to individually perform compositions to the class individually and in small groups using appropriate performance techniques and skills.

Year 8: Able to play and improvise longer notated rhythms to music adding other quaver/semiquaver combinations in time signatures 4/4, 3/4, 6/8. Able to compose more sophisticated musical phrases using musical and structural devices. Use technology to play, create or edit music. Be able to use multiple elements of music in group compositions with multiple sections (tempo, dynamics, tone colour, texture, form). Explore, analyse and evaluate the uses and purposes of music in historical/cultural contexts and make connections with their own lives. Able to perform multi-section compositions to the class individually and in small groups using good performance skills and techniques. Respond and evaluate their own and others' work.

YEARS 9 & 10: The student is able to outline the historical development of music up to the 21st Century; identify a composer influential in the development of instrumental and vocal style; understand written music (rhythm, expression, notes, clef, key, time signature); utilise basic composition techniques; participate in an instrumental and/or vocal group. Has not been reviewed).

Physical Education

The Health and Physical Education Year 2 - 5

Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God. 1 Corinthians 10:31

Students are encouraged to eat well and sleep well to live to the glory of God. At school, the students will have daily fitness to prepare themselves for the daily tasks.

Students are: Learning and developing physical skills that will help them to reach their full potential as a child of God. Gaining knowledge of a good diet to support their physical and emotional development. Exploring ways to participate and develop leadership skills. The programme includes teaching and participation in the following: small and large ball activities; gymnastics; athletics; movement; etc.

YEARS 1-8: 1. Regular exercise; 2. Learning and developing physical skills, knowledge, understanding and attitudes that will help the students to reach their full potential as a child of God; and 3. Team games, participation and leadership.

The programme includes teaching and participation in the following: small and large ball activities; gymnastics; athletics; movement; etc.



YEARS 9-13: The Physical Care course from Year 9 through to Year 13 aims to develop skills taught in Years 1 through 8. Further to this the students will be encouraged to develop a fitness programme of their own and make valid choices about lifelong leisure time activities.

The programme will include all or some of the following: aerobics, athletics, badminton, basketball, circuit training, cricket, cross-country, gymnastics, health related fitness, hockey, orienteering, soccer, tennis, touch rugby and volleyball.

Mathematics

YEAR 1: COUNTING & CARDINALITY: Counts and reads to 100, writes to 30, counts forward from a given number to 30, skip counts to 30 by 2s, 5s, and 10s, compares and orders numbers to 10, knows ordinals to 10th, connects counting to cardinality (1-1 correspondence); OPERATIONS & ALGEBRAIC THINKING: Fluently adds and subtracts within 5, within 10: adds, subtracts, estimates, and solves simple word problems, knows order property of addition; NUMBER & OPERATIONS IN BASE TEN: Composes and decompose numbers from 11-19, understands place value up to 100; MEASUREMENT & DATA: Describes and compares measurable attributes of objects (such as, length), counts, sorts, identifies, and classifies objects by given categories, measures with non-standard units; GEOMETRY: Identifies and describes two-dimensional and three-dimensional shapes; TIME: tells and writes time in hours and half-hours using analog and digital clocks; PATTERNS: Copies, describes, and extends simple patterns, identifies lines of symmetry, translations, rotations, and reflections; FRACTIONS & DECIMALS: knows concepts of equal parts and halves; PROBABILITY & STATISTICS: Reads, interprets, and creates bar graphs, pictographs, and tally charts.

YEAR 2:

Counts to 100 in 2's, 5's and 10's; adds and subtract numbers within 18 by counting or a using tens frames; solves equations with up to 3 addends; compares numbers using greater than and less than; PLACE VALUE: Reads numbers containing up to 3 digits; recognises that 2-digit numbers are composed of tens and ones; adds and subtract 2-digit numbers using place value blocks; can use place value knowledge to solve word problem equations. FRACTIONS: Understands that fractional amounts are broken into equal parts; is able to identify fractional amounts in halves, quarters and thirds; can divide a group of objects into halves and quarters; MEASUREMENT AND CAPACITY: Compares the lengths of various objects and use non-standard units of measurement; uses centimeters to measure objects; recognizes there are 100 centimeters in a meter; can identify three-dimensional shapes and measure their sides; students can compare the capacity of objects using non-standard units of measurement; students will identify a liter as a metric unit of measurement for liquids.

ESTIMATION: Can estimate whether an object weighs more or less than one kilogram; solves word problems that involve estimation. TEMPERATURE: Read a thermometer using metric units (Celcius); TIME: Reads time to the nearest hour, half-hour and quarter hour; knows the calendar months as well as the seasons; MONEY: Is able to count coins in whole dollars and fifty cent amounts; adds with money. GEOMETRY: can identify circles, hexagons, rectangles, squares, triangles, rhombus, trapeziums, cones, cubes, cylinders, and spheres; ALGEBRA: can: find the missing addends in an equation; Write number sentences; understand the order property of addition; GRAPHING: can collect and organize data on a table using tallies, fill in and interpret tally charts, pictographs and bar graphs; coordinate Graphs students use coordinates to locate points on a graph.

YEAR 3: FRACTIONS: Shows, reads, compares and writes fractions to denominator 8; NUMBER THEORY: Reads and writes 0 - 9,999, (note: retain comma to indicate thousands) and names place values up to 1,000,000 and ordinal numbers up to 20th; ADDITION & SUBTRACTION: Adds and subtracts two and three-digit numbers with and without regrouping; Solve word problems involving NZ money: 10c, 20c, 50, \$1, \$2 coins \$5, \$10, \$20, \$50, \$100 bills; MULTIPLICATION & DIVISION: Multiplication and Division tables 1 to 5 and 10 memorised; MEASUREMENT: Length in cm, m, km; weight by grams and kilograms; volume by litres; TIME: Knows seconds,

minutes, hours; name and make analogue 1/4 hours; tells and writes time to five - minute intervals; solves elapsed time problems; reads a calendar and names the seasons; GEOMETRY: Recognises and names Plane figures: circle, triangle, and quadrilateral, Line segments and angles. Solid figures: cone, cube, cylinder and sphere, Recognises and draws shapes. PROBABILITY & STATISTICS: Collects and records data; Makes and interprets bar graphs, pictographs and charts; Understands range of numbers: ALGEBRA: Finds missing numbers using inverse operations; writes number sentences; PATTERNS: Sorts, classify and copies objects; skip counting with numbers, knows odd and even numbers, recognises patterns on a hundred chart; understands the difference between translation, rotation and reflection in Symmetry.

YEAR 4: Multiplication and division up to two digits with remainder in division; numerator, denominator, proper and improper fractions, lower term, higher term, mixed number, whole number. Multiplication tables 1 to 12 memorised, can read a calendar, estimating simple problems; addition and subtraction of decimals to tenth place, addition with four figure numerals. All analogue and digital time, addition and subtraction of money to \$100, name main polygrams (square, rectangle, triangle, parallelogram).

Pupils will be able to skip counting, odd and even numbers. They will learn the multiplication tables 1 to 12. They will learn to add and subtract three- and four-digits numbers with and without regrouping. Estimating sums and differences and they will learn the properties of addition, subtraction. Pupils will multiply by one, two- and three-digit numbers by a one-digit number with and without regrouping. Pupils will divide by one, two- and three-digit numbers by a one-digit number with and without remainder. They will learn to find averages. The students will read, write and understand numerals in written, expanded and standard form through 999,999. The students will read and write ordinal numbers through the 100th. They will compare and order whole numbers, fractions and decimals using place value. The pupils will read and write fractions and mixed numbers. They will solve a variety of word problems with different variables. Students will analyse data and interpret graphs, charts, and tables. Pupils will identify coins and bills, add, and subtract money, and be able to relate money to decimals. The students will be able to tell am and pm time, elapsed time and read a time-based schedule. In geometry students will be able to identify plane and solid figures, congruent figures, parallel and intersecting lines. They will be able to identify an obtuse, acute, and right angle. Students will begin to see motion in geometry by analysing translation, rotation, and reflection of figures. They will calculate perimeter and square units, and solve simple problems with length, capacity, weight and temperature.

YEAR 5: Counts by tenths and quarters; names, reads, writes and places value to hundred millions; addition and subtraction to 9,999; division with a two digit divisor, multiplying by a two digit number; rounding numbers; application of arithmetic to shopping, travel etc; interpreting and drawing line and bar graphs; drawing similar and congruent figures; prime factorisation of two digit numbers; add, subtract, multiply common fractions and mixed numbers; add, subtract and multiply decimals; Area, volume and perimeter of a region; know the units of the metric system; use a protractor to measure angles; measure the circumference of a circle; Roman numerals up to 100; solve story problems.

Pupils will add whole numbers and decimals, fractions, and mixed numbers; subtract five-digits numbers with and without regrouping, estimate sums and differences. Students will add and subtract decimals, fractions and mixed numbers; find equivalent fractions, reduce fractions to simplest terms, add and subtract fractions with like and unlike denominators, and find the greatest common factor of numbers. Pupils will multiply up to four digits numbers by one and two-digit numbers with or without regrouping; they will divide up to four- digit numbers by one and two-digit digit number, with and without remainders and find averages. Pupils will read whole numbers up to millions in standard and expanded form and decimals up to hundredth, they will round and estimate whole and decimals numbers. Students will write and solve equations with and without variables, grouping numbers using parentheses. Pupils will identify, describe, extend, and design patterns, identify sequences, square, prime, and composite numbers and complete a prime factorisation of two-digit numbers. They will read Roman numerals up to 100. In geometry students will

identify points, rays, lines, solid figures, congruency, and symmetry. They will identify acute, obtuse and right angles in various triangles. They will measure and construct angles using the protractor and draw circles using a compass. Students will calculate volume, perimeter and area of a region. Students will collect, organise, and analyse data from a statistical survey problem. They will learn to interpret graphs, charts, and tables.

YEAR 6: Able to demonstrate understanding of Place Value, Addition and subtract, Multiply whole numbers, 1-Digit Divisors, 2 -Digit Divisors, Multiply and Divide Decimals, Geometry, Integers and Fractions, Add and Subtract Fractions, Multiply and Divide Fractions, Ratio, proportion, and percent, measurement, Area, Perimeter, and Volume, Graphs, Statistics, and Probability.

YEAR 7: Able to demonstrate understanding of Whole Numbers and Decimals, Multiply Whole Numbers and Decimals, Divide Whole Numbers and Decimals, Geometry, Fractions and Number Theory, Add and Subtract Fractions, Multiply and Divide Fractions, Integers, Perimeter, Area, and Volume, Ratio, Proportion, and Percent, Application of Statistics and Graphing, Introduction to Probability and Measurement.

YEAR 8: Able to demonstrate understanding of Numbers and Arithmetic, Percent and Percentage, Signed Numbers and Algebra, Geometry, Area and Volume, Measurement, Probability and Statistics, Statistical Representations, Graphing on the Cartesian Plane, Polynomial Arithmetic and Radicals, Equations and Inequalities.

YEAR 9: The student is able to display a knowledge of and skill in: the foundations of arithmetic, basic metric measurements; the foundations of algebra; solving equations and inequalities; foundational geometry terms and application; area and volume; graphing on the Cartesian plane; basic probability and statistics; properties of polynomial arithmetic, radicals and trigonometry; and applying many of the above concepts in problem-solving situations.

YEAR 10: The student is able to display a knowledge of and skill in: real numbers and the language of algebra; linear equations in one variable and then in two variables; linear inequalities; systems of equations; polynomial arithmetic; polynomial arithmetic; radical expressions and equations; quadratic equations; statistics and probability; rational expressions and equations; and functions; and applying many of the above concepts in problem-solving situations.

NOTE: In order to teach the four fundamental processes of addition, subtraction, multiplication and division, calculators are not generally introduced until Year 9.

Science

YEAR 1: Students can explain that they are created by God; explain that babies in the womb are created by God and describe similarities between their bodies and the bodies of babies in the womb; explain and demonstrate dental care; talk about butterflies and another insect and explain their life cycles; talk about swan plants and explain their life cycle and relationship to butterflies; list the seasons and talk about each season; and participate in a class science fair project and explain this to others.

YEAR 2: The pupil will be able to know and explain about a range of the following: The student is able to name the three states of matter: solid, liquid and gas, and know how these can be changed; recognise and use the terms energy, motion, force, speed, and gravity; explain the differences between insects, mammals and reptiles; know the life cycle of an insect; recognise the parts of the body and can explain how about the five senses, bones, muscles, the heart and how to look after it; name the basic parts of a plant and how it obtains food; tell about how the sun, moon and stars give us heat, light and shade. Explain about condensation, evaporation and precipitation and The Water Cycle.

YEAR 3: (Odd Years) The pupil is able to recognise and explore the significance of God's Creation; explain why we study science, and how scientists learn; name the properties of matter and examine them by experimentation; explain basic magnetism and energy sources; explain how energy change matter; name the gases in the atmosphere; explain the roles of heat, water and wind on earth; summarise the Water Cycle; name and explain the different kinds of precipitation; explain the causes of the three most common storms, thunderstorms, hurricanes and tornadoes; label the sections of the earth and layers of soil; understand the surface changes of the earth.

(Even Years) The pupil is able to recognise and explore the significance of God's creation; observe a baby plant; name the parts of a plant; recognise the terms pollination and photosynthesis; understand the importance of decomposers of the forest; name the planets of the solar system and some of their characteristics; explore different star constellations; explain the different phases of the moon; classify vertebrates and invertebrates; label the parts of an insect; understand the difference between water and land habitats; label and explain the different body systems, nervous, circulatory, respiratory, digestive, skeletal, muscular; name the four basic food groups necessary for our daily needs.

YEAR 4: The pupil is able to name the days of Creation and put them into order; form a hypothesis and test it by experimentation; recognise molecules in matter and changes of state in matter; use the term energy in talking about heat, movement, force and work; talk about friction and force; classify the five different groups of vertebrates and invertebrates; name the characteristics of an insect; recognise the structure of the human skeleton; name and classify the nutrients our body needs; name the parts of a flower; discuss pollination; tell about the importance of the sun, moon and stars to earth (i.e. light, heat, tides).

Year 4 & 5 odd years

The pupils will be able to name the days of Creation and put them into order; the students will understand the reason to study science and understand the Scientific Process. They will be able to follow the observation procedure, form hypotheses and test it through experiments. Students will understand three states and properties of matter. The pupils demonstrate the different characteristics of two similar solids (e.g. salt, sugar); have an understanding of how electricity is generated and used. Students will understand balanced and unbalanced force, motion, work, friction, weight, and gravity. The pupil will understand God's plan for plants and living organisms. They will investigate how plants reproduce and grow, they will name the parts of a flower; discuss pollination; talk about the importance of the sun, moon and stars to earth. Pupils will recognise the structure of the human skeleton; name and classify the nutrients our body needs.

YEAR 5: The pupil is able to give the sequence of Creation as revealed in Genesis 1; recognise the law of conservation of energy; explain molecular attraction; demonstrate the different characteristics of two similar solids (eg salt, sugar); have an understanding of how electricity is generated and used; use levers and forces in practical situations; classify living things into animal, plant and protist kingdoms; describe how insects are alike, with reference to metamorphosis; describe the life cycle of a frog; be able to explore and compare foods our body needs; explain the difference between a fruit and a seed; explain the use of stars, sun, winds and currents in navigation.

Year 4 & 5 even years

The pupils will be able to give the sequence of Creation as revealed in Genesis. The students will understand the reason to study science and carry on experiments to practise the Scientific Process. The students will understand animal design. Cold blooded invertebrate classes and their lungs, gills, streamlined design, instincts, and behaviour so that the students will be able to talk about creation versus evolution. Warm blooded species birds, predator, and prey; bird foot design, force of lift, insulation, birds' digestion system and birds sense organs. Pupils will talk about how the

ecosystem works, earth and climate components of a habitat. Ecosystem communities, nonliving parts of an ecosystem and ecosystem balance. Pupils will study constellations, galaxies and the solar system and the layers of earth, the crust, mantle, and core. Earthquakes, tsunami, and volcanoes active, dormant, extinct and active volcanoes in New Zealand.

YEAR 6&7: Able to demonstrate understanding of Studying God's Living Creation, Plants (Provision for Life), Systematic study of our wonderful body, A healthy life, Creation and Science, Classification of Plant and Animal kingdom, Introduction to Mammals, Birds, Fish, Reptiles, Amphibians, Insects and other Arthropods, Cells and Organisms, and Introduction to Forestry and Ecology.

YEAR 8: Able to demonstrate understanding of Characteristics of Soil, Foundations of Geology, Minerals and Rocks, Weathering and Erosion, Interpreting the Fossil Record, A survey of the Seas, Introduction to the Atmosphere, Understanding the Weather, Storms and Forecasting, Introduction to the Solar System, Man and the Universe, and The Environmental Science.

YEAR 9 & 10: C.E.N.Z curriculum.

YEAR 9 & 10: The student is able to demonstrate some practical skills and knowledge of: the factors in production of a plant; the details involved in plant breeding, irrigation, fertiliser, pH, plant protection etc; the development of commercial ventures, some experimental work and how sectors of the industry fit together. Option: an application to Hydroponics.

Social Sciences (Culture)

The topics in culture courses are normally taught in a two-year cycle. Course prescriptions are therefore given in two-year brackets, but the standard of work required will be adjusted in terms of the particular year level a child is working at.

YEAR 1 (annually): Students can explain the significance of NZ national holidays from a Christian perspective, including Easter, Christmas, Waitangi day, Matariki, ANZAC day, and King's Birthday; explain that God loves people of all cultures and languages; practise saying greetings in various languages; say a Māori greeting; respond to some Māori instructions (e.g. e noho = sit down); introduce themselves in Māori; sing some songs that include Māori words; explain and demonstrate correct behaviour on the road; and explain and demonstrate correct behaviour in an emergency, including fire, earthquake, and lockdown.

YEAR 2: The pupil is able to: show on a timeline creation and the present year; show on a world map where New Zealand is located; demonstrate and explain appropriate road safety behaviour and in the event of a fire or earthquake, know where to go. Is able to introduce themselves and understand class commands in Māori.

YEAR 3: The pupil is able to show creation on a timeline, show and identify the main continents; explain geographical terms including bay, peninsula, harbour, mountain range, volcano, plateau, strait; study of three different countries – religious beliefs, capital, food, trading; learning about the different cultures in our school community; can talk about some famous New Zealanders, including the story of Tarore; family life during colonial New Zealand; current events and disasters; understand the history behind the following NZ public holidays, Easter, Christmas, Matariki, Treaty of Waitangi and ANZAC, recognition of different languages in our school community.

Year 4 & 5

The pupils will be able to find the Biblical events studied on the timeline; show and name the hemispheres, know the seven continents and name twenty countries and their capital cities. The students will be able to explain geographical terms including bay, peninsula, harbour, mountain range, volcano, plateau and strait. The pupils will study some important New Zealand geographical features such as mountains, rivers and lakes. Students will be able to describe drought, irrigation, flood, volcano, earthquake, tsunami and avalanche. They will know the basic rules to keep themselves safe in case of fire, volcano, tsunami and earthquake. Pupils will be able to talk about the role of the school in society; can talk about some famous New Zealanders; family life during colonial New Zealand. They will understand the importance of the Treaty of Waitangi, ANZAC, Matariki, Labour Day, Easter and Christmas. Students will be encouraged to value their heritage and will embrace the diverse cultures in the classroom.

YEARS 5 & 6: The pupil is able to locate the Biblical events studied on the timeline; identify and name the hemispheres, Arctic and Antarctic Circles, major seas and rivers in regions studied; define geographical terms including river, basin, desert, drought, earthquake, irrigation, sea level and volcano; name and identify major mountain ranges of the world; locate given countries and cities on a map; read and explain maps in terms of vegetation, climate, rainfall and land use. For each culture studied: the pupil must be able to describe the family life; how people are rewarded for the work they do; explain the beliefs, myths and religious practices and how these affect their family life and forms of social order and government; explain how learning and knowledge is valued and to what extent it is developed in comparison to New Zealand;

YEAR 7: The student must be able to demonstrate an understanding of culture as a way of life governed by specific values and beliefs; that God ultimately judges all cultures; the effect of the fall and the continuing influence of sin on all ways of life. He must be able to draw an accurate timeline from 2,000 BC - the Birth of Christ; draw a given map using a simple grid; describe the beliefs and ways of Ancient Mesopotamia, the Patriarchs, Israel, Greece, Rome and the New Testament Age; describe the basic geography of New Zealand, Australia, Ancient near East, Greece and Rome. He must be able to demonstrate a basic knowledge of current events.

YEAR 8: In addition to demonstrating an understanding of culture as a way of life governed by specific values and beliefs; that God ultimately judges all cultures; the effect of the fall and the continuing influence of sin on all ways of life; and being able to draw an accurate timeline from 2,000 BC - the Birth of Christ and draw a given map using a simple grid, the pupil must also be able to describe basic concepts of Government in a biblical perspective; define a "Sovereign Nation" giving examples; draw a timeline from 2,000 BC to 2,000 AD; use mapping grid references; describe the beliefs and ways of life of people in the Middle Ages, Renaissance, Reformation, the European settlement of North America, Europe in the 19th and 20th Centuries; account for the technological development of modern times; outline the geography of Africa, North America, one Asian Nation and New Zealand.

YEAR 6-8: The student must be able to demonstrate an understanding of culture as a way of life governed by specific values and beliefs; that God ultimately judges all cultures; the effect of the fall and the continuing influence of sin on all ways of life. The student must be able to describe the beliefs and ways of Ancient Mesopotamia, the Patriarchs, Israel, Greece, Rome, the New Testament Age, the Middle Ages, Renaissance, Reformation, the European settlement of North America, Europe in the 19th and 20th Centuries; and account for the technological development of modern times.; The student must also be able to explain the basic concepts of Government and define a "Sovereign Nation" from a biblical perspective giving examples.

YEAR 9 & 10:

GEOGRAPHY: This is a two-year course. The student is able to discuss the world as God made it with reference to the earth's surface; air; climate and weather; vegetation and wildlife; mineral, fuel and water resources. In the second year the student is able to explain the world as man subdues it with particular reference to: agriculture; industry and trade; transport and communication; and population.

HISTORY: This course has a 2-year cycle. The student will be able to describe the major events in history from 2000 BC to the mid 1900's; explain the causes of these events; be able to give brief biographical description of important historical people; give evidence of the effects of righteousness and sin on a nation. The general topics covered will be the ancient Middle East, ancient empires – Assyria, Babylon, Persia, Greece, Rome; Europe in the Middle Ages. Year 2 topics will cover: the Reformation in England, America and France; Industrial revolution; British Empire; WW1 and II; the Cold War era; New Zealand history prior to 1900.

ACCOUNTING: The student is able to identify a Statement of Financial Position (and/or Accounting Equation) explained in terms of assets, liabilities and owner's equity; account for owner's equity, assets, liabilities, revenue and expenses in the books of first entry and post these to the ledger towards a trial balance; explain and illustrate the documents used as a basis for each accounting entry; state the format of the final accounts: Statement of Financial Performance and Statement of Financial Position.

ECONOMICS: The student is able to: demonstrate an understanding of basic economic concepts of scarcity and is able to define and express this in terms of economic goods; describe the factors of production and the role of government in taxation and expenditure; describe the basic forms and functions of money and its use in consumer expenditure; and explain the basic principle of supply and demand.

Food Technology

YEAR 7:

The pupil is able to: prepare food following a simple recipe and present it attractively; work cleanly, tidily and efficiently in a kitchen; use common measures and utensils; use a stove top and oven safely.

YEAR 8:

The pupil is able to prepare food following a recipe, present it attractively and work cleanly, tidily and efficiently in a kitchen; prepare a food research assignment on another country.

YEAR 9 & 10:

The student is able to: prepare food following a recipe within a time frame; present it attractively; work cleanly, tidily and efficiently in the kitchen; demonstrate a knowledge of the three main food groups and the six classes of nutrients; prepare a simple budget and give details of basic safety procedures in the home.

DIGITAL TECHNOLOGIES

YEAR 7: The student is able to display the use of basic keyboarding skills, has memorized the keyboard and

demonstrates by touch familiarity with the basic functions of the keyboard. Able to demonstrate understanding of Interactive Animation and Games, Money time (Financial Literacy), Introduction to Computing ideas with a unique focus on creativity and problem solving.

YEAR 8: The student has developed and used keyboarding skills to enter text by touch with correct technique, accuracy and good ergonomic practices. Topics covered include language rules and skills, formatting, composition, letter writing, proofreading and following instructions. Students are empowered to create and share content on their own web pages. They are encouraged to think critically about the impact of sharing information online and how to be more critical consumers of content. They are also introduced to problem solving as it relates to programming while they learn valuable skills such as debugging, using resources and teamwork.

YEAR 9: The student has continued to build on all skills learned in previous years, increasing their speed and accuracy. Composition of letters and paragraphs is developed further along with additional formatting skills eg tabulation and editing. Basic display skills are introduced e.g. use of white space, visual balance, and 'eye catching' presentation. ICDL program is introduced where students get computer skills certification. Students learn basics of programming in Python commands, functions, and control structures by solving puzzles and writing creative programs.

YEAR 10: The student has continued to build on all skills learned in previous years, increasing speed, composition skills, and their knowledge of formatting e.g. tables. A wider range of display work is covered, e.g. forms, menus and programmes. Students learn how to build their own web pages using the languages of HTML and CSS.

Years 11-13: CENZ (The Christian Education New Zealand Foundation Trust)

The Senior CENZ class uses learning materials from Accelerated Christian Education (A.C.E.), Apologia, Advanced Human Biology, online Digital Technologies courses like Web Designing, programming, and the Duke of Edinburgh Award. The A.C.E. curriculum is a complete Bible-based programme of individualised curriculum material for Year 11-13 students. This innovative programme is recognised by the NZ Vice Chancellor's Committee as an excellent preparation for university study. One of the main principles of the curriculum is that students work at their own achievement level; this can differ from subject to subject. On completing diagnostic tests to determine learning gaps and achievement levels, all students are given an individual academic prescription that will meet their individual needs ensuring that they work at their own achievement level. The nature of the curriculum also allows students to work at their own pace according to their own ability, and master the content of each subject before progressing to the next level.

Each subject is presented in a series of self-instructional workbooks, called PACEs (Packets of A.C.E.), progressively graduated so that new concepts and truths build upon previously mastered ones. A student will normally complete twelve PACEs in five or more subjects a year; each group of twelve secondary level PACEs being counted as 1 credit towards a CENZ certificate.

The standard required to demonstrate mastery is high, with a minimum pass mark of 80% in each PACE test (90% for Word Building) required before a student is permitted to proceed to the next unit of work.

Advancement through the CENZ programme is only attained through learning. Only when a student has sufficiently mastered the contents of a PACE can he advance to the next PACE in the full scope and sequence curriculum. This usually provides security from failure. One of the features of the CENZ curriculum is that it incorporates character building and wisdom principles. Christian truths and Biblical principles are integrated through all subjects. Each PACE

emphasises one of the sixty character traits identifiable in the life of Christ and these are reinforced by Scripture passage.

The CENZ programme is built on five basic Laws of Learning:

- Students are placed at the academic level in each subject where they can perform.
- Reasonable goals are set each day.
- Students are held accountable and motivated.
- Learning is measurable.
- Learning is rewarded.

CENZ CERTIFICATES

CENZ offers three qualifications. These qualification frameworks are largely open, meaning that students can achieve them using a variety of curriculum options, including NCEA, NZQA, A.C.E., Cambridge, ABeka, Apologia, Alpha Omega, Saxon, and many others.

CENZ Certificate of Academic Achievement

This certificate is fully customised to the specific workplace or tertiary needs of the student. As such, it may contain credits at any level. (Note that this Certificate can be easily crafted for entrance to any New Zealand polytechnic or specific workplace.)

CENZ Level 3 Certificate and CENZ Level 3 Certificate (with Honours)

These two Certificates are specifically for those requiring entrance to one of New Zealand's eight universities. They are an officially accepted entrance standard of *equal standing to* NCEA Level 3 and NCEA Level 3 with excellence endorsement.

Foundation Level (Years 7-10)
Successful Living This study helps the student to develop a proper attitude towards God, authority, money and wisdom.
Maths Overview This resource reviews all the basic number theories, the decimal system, exponents, squares, solving word problems, Pythagorean Theorem, graphs, and Business and Consumer mathematics.
Earth Science This study introduces specific areas such as astronomy, volcanology, topography, oceanography, meteorology, weather science, and mineralogy with proofs of the Creation
Word Building (English) This study focuses on spelling a large variety of words, understanding the meaning of these words, and using them correctly. The student also learns to use a dictionary as a study tool.
New Zealand Social Studies This study includes the social and economic development of the country, the system of

government, great leaders, and current events, as well as studying the climate, geographical features, maps and topographic maps.

Health

This course covers the Human Body, its Functions and Limitations, Nutrition and Malnutrition, Physical Fitness, First Aid and Safety, and Diseases.

Electives (Year 11-13)

Algebra I (Level 1, UE Numaracy)

Basic algebraic concepts are introduced in a carefully structured way to make Algebra understandable. This study includes principles for logically solving, transposing and cancelling algebraic equations. The curriculum covers Monomial and Polynomial expressions, Algebraic addition, subtraction, multiplication, division, Factoring, quadratic equations, positive and negative numbers, averages, percents, interest rates, and proportions.

Algebra II (Level 3)

This study introduces Parabolas, Hyperbolas, Permutations, Logarithms, and Matrices. Students also learn to operate with Radicals, Fractions, Equations, Arithmetic and Geometric Sequences.

Trigonometry (0.5, Level 3)

Basic trigonometry concepts are introduced so students can solve realistic problems using a graphing calculator.

Calculus (Level 3)

This study involves graphing polynomial functions to define and use the six trigonometric functions to define the radian unit, to develop and apply the sum and difference formulas, to define inverse trigonometric functions, and to convert Cartesian coordinates to polar coordinates.

English I, II, IV, V (Levels 1, 2, 3 and 3 respectively)

These English courses cover all aspects of the English language, from Sentence Patterns, Action and Linking Verbs, Conjugations, Pronouns, Nouns, Adjectives, Adverbs, Prepositional Phrases, Eight Parts of Speech, Punctuation, Capitalization, Writing Skills, Analytical Thinking and to Write with Clarity, the in-depth study of Literature books, to evaluate an author's Philosophy and Style, Emphasis and detailed instructions in Essay Writing and a Research Paper are explained and visualised as a step-by-step- process.

English Composition I (Level 3)

This resource is designed to aid the student in developing his/her writing skills essential to good writing.

Etymology (Word Origin/Spelling) (Foundation)

This resource leads the student to understand word origins and emphasises the value of knowing those origins. Practice exercises show the student how to avoid wordiness and how to be precise in the choice and use of words.

World Geography (Level 1)

This study covers all countries of the world and includes reading, drawing and interpretation of various maps and a continent-by-continent study of geography. It looks at the climate,

geographical features, and topographic maps of these countries.

World History (Level 1)

In this study, World History is viewed from Creation to the Present from a Biblical Perspective. Its study includes Ancient Civilizations, the Middle Ages, the Renaissance, Colonialism, the Age of Revolution, Spiritual Awakening, and Missionary Outreach.

American History (Level 2)

American History is viewed from the Colonial Period to the Present. It begins with discovering the New World, the War of Independence, the two World Wars, the Cold War, Space Exploration, Civil Rights, Vietnam, the War in Iraq, and the Presidential Elections.

History of Civilization I, II (Level 3)

This study involves the history of the Ancient Near East, Ancient Greece and the Romans, the Renaissance and the Reformation, the Age of Absolutism, the French Revolution, the Industrial Revolution, First and Second World Wars and the study of the contemporary world.

Collectivism (Civics) (Level 3)

This subject studies various political and government systems.

Economics (Level 3)

This study introduces the student to economic systems and the Biblical foundation of it.

Biology (Level 1)

This resource explores the wonders of living Creation and studies birds, mammals, fish, amphibians, reptiles, molluscs, worms, plants, and microorganisms. It also studies the human body's skeletal, muscular, nervous, circulatory, respiratory, digestive, and endocrine systems. Genetics and embryology are incorporated into the study of the human reproductive system.

Advanced Human Biology (Level 3)

This course studies Human Biology in detail, from Microscopic anatomy to Gross anatomy, and involves the study of Physiology and Biochemistry. It explores the wonders of the human body's skeletal, muscular, nervous, circulatory, respiratory, digestive, and endocrine systems. Genetics and embryology are incorporated into the study of the human reproductive system.

Physical Science (Level 2)

This study is an introduction to Physics and Chemistry. It covers Measurement, Force and Motion, Momentum and Energy, States of matter, Gas Laws, Electrochemistry, Magnetism and Electrical Circuits, Optics and Optical Instruments, Wave Motion and Sound, as well as Organic and Inorganic Chemistry, Balancing of Chemical Equations, Biochemistry, Periodic Table of Elements, Molecular Bonding, Properties of Metals, Nonmetals, and Metalloids, Chemical Reactions, Chemical Equilibrium, Acids and bases, Nuclear Chemistry.

Chemistry (Level 3)

This study covers Organic and Inorganic Chemistry, Balancing of Chemical Equations, Biochemistry, Periodic Table of Elements, Molecular Bonding, Properties of Metals, Nonmetals, and Metalloids, Chemical Reactions, Chemical Equilibrium, Gas Laws, Thermodynamics, Electrochemistry, Acids and bases, Nuclear Chemistry, Quantitative and Qualitative Analysis.

Physics (Level 3)



This study of Physics covers Measurement, Force and Motion, Momentum and Energy, States of matter, Gas Laws, Heat and Kinetic Theory, Radiation and Nuclear Energy, Electrochemistry, Magnetism and Electrical Circuits, Optics and Optical Instruments, Wave Motion and Sound

Biblical Studies (Level 1)

This resource is designed to introduce the student to the penman, the place, the purpose and plan of all the New Testament books.

Rosetta Stone Languages (Online Courses)

This is an online course where the student can choose from 25 different language courses. The student quickly develops reading, writing, speaking and listening skills.

Christian Counselling (Level 3)

This study introduces the basic approaches, techniques, and the language and love of counselling.

Christian Worldview (Level 3)

This study focuses on a Biblical perspective of the world that answers basic questions on how we should live and equips Christians to confront false worldviews.

Nutrition Science (Level 1)

This study introduces the importance of a Balanced Diet, Weight Control, Planning your Eating, Water, Fibre, Grains, Carbohydrates, Protein, Vegetables and Fruit, Vitamins, and Minerals.

Art 1 and 2 (Level 1 and 2)

This course explores the elements and principles of design through diverse media like drawing, sketching, painting in acrylics and watercolour, mixed media, textiles and printing.

CENZ Certificate of Achievement

1. Successful Living.
2. Any other electives that the student needs for their further studies.

CENZ Level 3 Certificate

1. Requires at least **four Level 3 subjects** and a total of **27 Credits**.
2. CENZ Level 3 Certificate **with Honours** requires **five Level 3 subjects** with an average test score of at least **93% in each** of those five Level 3 subjects, and a total of **27 Credits**.

We offer MOOCs (Massive Open Online Courses), which Harvard University, Berkeley University, Massachusetts Institute of Technology, Delft University of Technology and others provide. Students can obtain credits in:

- Computer Science
- Language
- Data Science
- Business & Management
- Engineering

We also offer Vocational Courses in collaboration with MIT:

- Engineering
- Building/Construction
- Electrical Engineering
- Carpentry
- Scaffolding
- Police preparation
- Hospitality
- Early Childhood Education

Those courses are provided by MIT and supported by our school. Students will spend one or two days a week at MIT and the remainder at school. Transport is provided for students to travel to and from MIT.

Our school is also an accredited unit for the International Duke of Edinburgh Hillary Award. Students can enrol in the programme from the age of 14 and earn credits for each of the Bronze, Silver and Gold Awards by completing Service, Skills, Physical Recreation and Adventurous Journeys projects.

Possible Study Pathway Subjects for a CENZ Level 3 Certificate

Arts and Commerce Subjects	Science and Engineering
One English subject is compulsory: English IV or/and English Composition Electives: Algebra II History of Civilization I, II Collectivism Economics Christian Counselling Christian Worldview	One English subject is compulsory: English IV or/and English Composition Electives: Algebra II Physical Science, Level 2, is Compulsory Chemistry Physics Trigonometry (Half a credit) Advanced human Biology
Choice of EDX Business course IT Online courses	Choice of EDX Science/Engineering course IT Online courses

Progress from Year 9-13

Year Level	Christian Studies (credits)	English (credits)	Mathematics (credits)	Science and DT (credits)	Social Studies (credits)
Year 9 and 10 Foundation	Successful Living (1)	Word Building (1) Or Foundation English (1) Etymology (1)	Math Overview (1)	Earth Science (0.5) Nutrition Science (0.5) Typing (1)	NZ Social Studies
Year 11 Level 1	Discipleship 1 (1)	English I (1) Etymology	Algebra I (UE Numeracy) (1)	Biology (1) Information Technology (3 cr)	World History Senior Art 1
Year 12 Level 2	Discipleship 2 (1)	English II (UE Literacy) (1)		Physical Science (1) Computer Science (0.5)	Senior Art 2
Year 13 Level 3	Christian Counselling (1)	English IV (1) Composition I	Algebra II (1) Trigonometry	Physics (1) Chemistry (1)	Collectivism (Civics) (1)

	Christian Worldview (1)	(1)	(0.5) Calculus (1)	Human Biology (1) Computer Science (1)	
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