



TE PUKE HIGH SCHOOL
JUNIOR CURRICULUM

**Curriculum & Essential Skills
Theme Tracking Booklet**

SCIENCE TRACKING SHEET <i>Achievement Objectives Level 4</i>	Who am I?	Problem Solving	Our World	Who are we?	Star gazing	Creativity
Nature of Science						
A.1 Understanding about science Appreciate that science is a way of explaining the world and that science knowledge changes over time. Identify ways in which scientists work together and provide evidence to support their ideas.	<input type="checkbox"/>					
A.2 Investigating in science Build on prior experiences, working together to share and examine their own and others' knowledge. Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.	<input type="checkbox"/>					
A.3 Communicating in science Begin to use a range of scientific symbols, conventions, and vocabulary. Engage with a range of science texts and begin to question the purposes for which these texts are constructed.	<input type="checkbox"/>					
A.4 Participating and contributing Use their growing science knowledge when considering issues of concern to them. Explore various aspects of an issue and make decisions about possible actions.	<input type="checkbox"/>					
Living World						
B.1 Life processes Recognise that there are life processes common to all living things and that these occur in different ways.	<input type="checkbox"/>					
B.2 Ecology Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.	<input type="checkbox"/>					
B.3 Evolution Begin to group plants, animals, and other living things into science-based classifications. Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.	<input type="checkbox"/>					
Material world						
C.1 Properties and changes of matter Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials. Compare chemical and physical changes.	<input type="checkbox"/>					
C.2 The structure of matter Begin to develop an understanding of the particle nature of matter and use this to explain observed changes.	<input type="checkbox"/>					
C.3 Chemistry and society Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.	<input type="checkbox"/>					

Physical World						
<p>D.1 Physical inquiry and physics concepts</p> <p>Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.</p>	<input type="checkbox"/>					
<p>Students will access a range of health care agencies, recreational resources, and sporting resources and evaluate the contribution made by each to the well-being of community members</p>	<input type="checkbox"/>					
Planet Earth and Beyond						
<p>E.1 Earth systems</p> <p>Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.</p>	<input type="checkbox"/>					
<p>D.2 Interacting systems</p> <p>Investigate the water cycle and its effect on climate, landforms, and life.</p>	<input type="checkbox"/>					
<p>D.3 Astronomical systems</p> <p>Investigate the components of the solar system, developing an appreciation of the distances between them.</p>	<input type="checkbox"/>					

MATHEMATICS TRACKING SHEET <i>Achievement Objectives Level 4</i>	Who am I?	Problem Solving	Our World	Who are we?	Star gazing	Creativity
Number and Algebra						
A.1 Number strategies and knowledge						
A.1.1 Use a range of multiplicative strategies when operating on whole numbers.	<input type="checkbox"/>					
A.1.2 Understand addition and subtraction of fractions, decimals, and integers.	<input type="checkbox"/>					
A.1.3 Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals.	<input type="checkbox"/>					
A.1.4 Apply simple linear proportions, including ordering fractions.	<input type="checkbox"/>					
A.1.5 Know the equivalent decimal and percentage forms for everyday fractions.	<input type="checkbox"/>					
A.1.6 Know the relative size and place value structure of positive and negative integers and decimals to three places.	<input type="checkbox"/>					
A.2 Equations and expressions						
A.2.1 Form and solve simple linear equations.	<input type="checkbox"/>					
A.3 Patterns and relationships						
A.3.1 Generalise properties of multiplication and division with whole numbers	<input type="checkbox"/>					
A.3.2 Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns.	<input type="checkbox"/>					
Geometry and Measurement						
B.1 Measurement						
B.1.1 Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.	<input type="checkbox"/>					
B.1.2 Convert between metric units, using whole numbers and commonly used decimals.	<input type="checkbox"/>					
B.1.3 Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids.	<input type="checkbox"/>					
B.1.4 Interpret and use scales, timetables, and charts.	<input type="checkbox"/>					
B.2 Shape						
B.2.1 Identify classes of two- and three-dimensional shapes by their geometric properties.	<input type="checkbox"/>					
B.2.2 Relate three-dimensional models to two-dimensional representations, and vice versa.	<input type="checkbox"/>					
B.3 Position and orientation						

B.3.1. Communicate and interpret locations and directions, using compass directions, distances, and grid references.	<input type="checkbox"/>					
B.4 Transformation						
B.4.1 Use the invariant properties of figures and objects under transformations (reflection, rotation, translation, or enlargement).	<input type="checkbox"/>					
Statistics						
C.1 Statistical investigation						
C.1.1 Plan and conduct investigations using the statistical enquiry cycle: <ul style="list-style-type: none"> determining appropriate variables and data collection methods gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends comparing distributions visually communicating findings, using appropriate displays. 	<input type="checkbox"/>					
C.2 Statistical literacy						
C.2.1 Evaluate statements made by others about the findings of statistical investigations and probability activities.	<input type="checkbox"/>					
C.3 Probability						
C.3.1 Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of the possible outcomes, acknowledging variation and independence.	<input type="checkbox"/>					
C.3.2 Use simple fractions and percentages to describe probabilities.						