Pūrākaunui School

Established 1872

Curriculum Delivery Plan

Marautaka ā-Kura

2026–2027

A safe and calm learning community where every learner feels connected and valued — empowered to grow, achieve, and contribute with curiosity and confidence.

Manawanui · Manaakitaka · Ako · Kaitiaki

About this plan

This plan explains what our tamariki learn at Pūrākaunui School, how we teach it, and how we know they are making progress. It is written for whānau, kaiako and our board.

It summarises our detailed delivery plan for each learning area. Kaiako use those detailed plans day to day; this document gives the whole picture in one place. It reflects Te Mātaiaho, the refreshed New Zealand Curriculum, as at October 2026.

Our kaupapa

Every ākoka deserves excellent and equitable outcomes. We teach in ways that are explicit, knowledge-rich and informed by the science of learning, so each child can reach their potential. Our values give that kaupapa its local meaning.

Value	What it looks like in our learning
Manawanui — resilience and courage	Tamariki persist with hard problems, have a go, revise their work and share it with others.
Manaakitaka — kindness and care	Learning happens in calm, safe, mana-enhancing classrooms. We host and care for others through hangi, marae visits and community events.
Ako — learning together	Kaiako, ākoka and whānau learn from each other. Tuakana-teina means older and younger tamariki support each other's learning every day.
Kaitiaki — guardianship	As an Enviroschool, we use our bush, coast and gardens as a living classroom, and tamariki take real responsibility for te taiao.

Our curriculum approach

- Learning is **explicit, knowledge-rich and cumulative**: new learning is modelled (I do), practised together (we do), then applied independently (you do).
- **Strong foundations in reading, writing and maths come first.** Each has a protected block of about an hour every day.
- **All ākoka can make progress.** Tamariki move on when skills are secure, not by year level alone, and gaps are caught early.
- **Our place is our classroom.** Inquiry topics, Enviroschools, Garden to Table, forest play and trips bring learning to life, and give reading and writing real purpose.
- **Te reo Māori and te ao Māori are part of every day**, not an add-on.
- **Planning is practical for a small school.** It is collaborative, follows the national teaching sequences, and adjusts quickly to what our tamariki need.

Curriculum at a glance

The national curriculum is being refreshed in stages. This table shows where each learning area sits and how we deliver it.

Learning area	Curriculum we follow	Time each week	How we check progress
English — reading	Te Mātaiaho (required from 2026)	About 1 hour a day	Phonics Check; iDeaL checks; oral reading fluency; SMART tool twice a year (Years 3–8)

Learning area	Curriculum we follow	Time each week	How we check progress
English — writing	Te Mātaiaho (required from 2026)	At least 1 hour a day	Handwriting and spelling checks; SMART tool twice a year (Years 3–8)
Mathematics and statistics	Te Mātaiaho (required from 2026)	About 1 hour a day	Diagnostic checks; SMART tool twice a year (Years 3–8)
Te reo Māori	Te Aho Arataki Marau (TAAM)	About 3 hours	TAAM levels; PAT Te Reo (being introduced)
Science	NZC 2007 now; Te Mātaiaho from 2027	Thursday afternoons, plus inquiry	Teacher judgement; PAT Science
Social sciences	NZC 2007 now, including Aotearoa NZ's Histories; Te Mātaiaho from 2027	60 minutes on Friday afternoons (from Term 4, 2026), plus inquiry	Teacher judgement
Health and PE	NZC 2007; Te Mātaiaho from 2029	Daily fitness, plus weekly lessons	Teacher judgement
The arts	NZC 2007; Te Mātaiaho from 2029	One strand each term; Friday afternoons in Terms 1–3, Monday afternoons in Term 4	Teacher judgement
Technology	NZC 2007 (including digital technologies); Te Mātaiaho from 2029	Wednesday afternoons	Teacher judgement

A typical day

Time	What happens
8:00	Grounds open (children are unsupervised until 8:30)
8:30	Tamariki come into class, settle and play while kaiako prepare
8:55	Bell and mihi — greeting earth and sky, our school, our tīpuna, whānau and each other
9:00	Te reo Māori, waiata and fitness (Monday hui 9:00–9:30)
9:30	Fruit break, then pāngarau (mathematics) groups
10:30	Morning tea — play first, then seated eating for the last 10 minutes
11:00	Literacy — writing
11:40	Literacy — reading
12:50	Lunch — play first, then seated eating from 1:20
1:30	Literacy — spelling (Friday hui 1:30–2:00)
1:40	Afternoon learning (akoranga): topic, science, technology, art or PE
2:45	Tidy up, reflect on our day and closing karakia
3:00	Home time — kaiako supervise until 3:15

Eating comes after play and before key learning blocks, because play energises children and eating helps them settle and focus.

Afternoon akoranga (from Term 4, 2026): Monday — dance and PE · Tuesday — forest play, PE and health · Wednesday — technology · Thursday — science · Friday — social sciences (60 minutes), with a library visit each fortnight.

Learning areas

English — reading

Our approach. We use structured literacy through the iDeaL programme. Children learn exactly how letters link to sounds and how words are built, rather than guessing from pictures. Word reading and language comprehension are taught side by side.

- **Years 0–3:** systematic phonics, decodable books matched to the sounds taught, and daily read-alouds of rich texts to build vocabulary.
- **Years 4–6 and beyond:** longer words (prefixes, suffixes and root words), fluent reading aloud with expression, and analysing how texts are built and why authors write them.
- **Daily block (60 minutes):** whole-class teaching, small-group reading with the teacher, then sharing and discussion.

For whānau: we no longer use reading colours or levels. Reports show your child's iDeaL stage, which sound patterns they have mastered, and their progress in fluency, vocabulary and comprehension.

English — writing

Our approach. Writing has its own daily block of at least an hour. Each part of the writing process (planning, drafting, editing, publishing and sharing) is taught explicitly, alongside two sets of skills:

- **Transcription:** handwriting (taught letter formation, in print and cursive), spelling linked to the phonics taught in reading, and punctuation and grammar.
- **Composition:** planning ideas, choosing the right structure for the purpose, precise vocabulary (including kupu Māori), and revising.

Inquiry topics such as science fair reports give writing a real purpose and audience. Students in Years 6–8 who are below expectation also use the Ministry's Writing Acceleration Tool. Scribo writing assessment training is underway in 2026.

Mathematics and statistics

Our approach. We follow the national year-by-year teaching sequence across six strands: Number, Algebra, Measurement, Geometry, Statistics and Probability. Number is the anchor, and we make connections from it to the other strands.

- **Numicon** makes number relationships visible with hands-on equipment, especially in Years 0–3. **Mathletics** gives online practice and instant feedback.
- Teaching builds fluency and understanding together, through explicit teaching, practice and rich problem-solving. Tamariki learn to explain their thinking, not just give an answer.
- Statistics and measurement link to real inquiry data, such as gardens, models and local sites.
- We take part in maths competitions each year. Our own term-by-term scope and sequence, mapping Numicon and Mathletics to the national sequence, is being developed.

Te reo Māori

Our approach. Tamariki receive about three hours of te reo Māori each week. This includes a daily 20-minute lesson (mihi, waiata, kupu Māori and maramataka) and reo used throughout the day: karakia, roll call, greetings, instructions and bilingual signage.

- **Weekly focus:** pepeha and mihimihi (Monday), waiata (Tuesday), new kupu and kīwaha (Wednesday), reading and writing (Thursday), whakataukī and maramataka (Friday).

- **Te reo in action:** a start-of-year visit to Puketeraki Marae, hangi, the East Otago Kapa Haka Matariki Festival and Otago Polyfest with neighbouring small schools.
- **Progress** is tracked against TAAM levels. An annual summary goes to the board.

Science

Our approach. Science is taught on Thursday afternoons and through inquiry units, with at least one term each year as a major science focus. Tamariki learn to ask questions, observe, investigate, model and explain their findings.

- **Recent and planned topics:** ecosystems, wind, climate change and Matariki (astronomy) in 2026, with marine science and a Quarantine Island trip in Term 4.
- **Learning beyond school:** Enviroschools, Orokonui Ecosanctuary, Otago Museum, the Marine Science Centre and Marine Metre Squared coastal monitoring.
- **Mātauranga Māori** is woven in through maramataka, star knowledge, kaitiakitaka and mahinga kai.

From 2027, science moves to two strands, Physical Sciences and Biological Sciences. Landforms, volcanoes and natural hazards move to social sciences, so we are mapping both learning areas together. A school science fair for Years 7–8 is planned for 2027.

Social sciences

Our approach. From Term 4, 2026, social sciences is taught for 60 minutes every Friday afternoon, as well as through inquiry, with at least one term each year as a major focus. **Aotearoa New Zealand's Histories** has been required since 2023 and must be taught explicitly at every year level, not only through general history topics.

- **From 2027** the learning area has four parts: History, Geography, Civics and Society, and Financial and Economic Activity.
- **Learning beyond school:** Toitū and Otago Museums, local museums such as Port Chalmers and Waikouaiti, school camp, visits to and from local iwi and marae, visiting experts and community participation.

Health and physical education

Our approach. Hauora (wellbeing) is at the centre, using Te Whare Tapa Whā and the maramataka to help tamariki notice and care for their wellbeing.

- **Every year:** daily fitness; open-water swimming and water safety (Term 1); swimming lessons (Term 4); athletics, cross country and East Otago cluster sports; and Changes at Puberty (Years 7–8).
- **Outdoors:** forest play, tramps and beach sessions, all planned under the Ministry's EOTC guidelines. Garden to Table teaches nutrition by growing, cooking and sharing kai.
- **Partners:** our Public Health Nurse, Football South, Cricket Otago, NZ Police, Fire and Emergency, RTLB and other agencies.
- **Relationships and sexuality education:** taught at each age level. The board informs our community about the health programme at least every three years, and whānau may ask for their child to be withdrawn from sexuality education.

The arts

Our approach. Each term has a focus strand, linked to our inquiry topics. Arts are taught on Friday afternoons in Terms 1–3, and dance is taught on Monday afternoons alongside PE in Term 4:

- **Term 1:** visual arts
- **Term 2:** drama

- **Term 3:** music and te ao haka, with specialist tutors
- **Term 4:** dance, with an artist in residence from the Harbourside Arts Collective

Every year also includes kapa haka at Otago Polyfest and the East Otago hui, a play on stage each term, a visit to the Dunedin Public Art Gallery, and crafts and ceramics for our Family Fun Day.

Technology

Our approach. Technology is taught on Wednesday afternoons and through inquiry. It covers materials, food and agri-tech, design drawing, and two digital areas that have been required since 2020: computational thinking and designing digital outcomes.

- **Years 0–3:** unplugged activities and floor robots to learn sequencing, patterns and simple algorithms.
- **Years 4–8:** coding (for example, Scratch), breaking problems into steps, and designing digital solutions for real needs, alongside digital citizenship.
- Years 7–8 attend technology classes at Dunedin North Intermediate. Model making and Enviroschools projects run throughout the year.

Assessment and reporting

Assessment is mainly used to guide teaching, so we can see what each child needs next. In a small school we look at results throughout the year, not only at set points.

What we assess	Tool	When
Early decoding (Year 1)	Phonics Check / Hihira Weteoro	As required by the Ministry
Reading, writing and maths (Years 3–8)	Approved SMART assessment tool	Twice a year
Phonics, spelling and word knowledge	iDeaL diagnostic and concept checks	Start of year, then weekly to fortnightly
Reading fluency	Oral reading fluency (words correct per minute) and expression rubric	Each term
Te reo Māori	TAAM levels; PAT Te Reo (being introduced)	Termly review
Science	PAT Science and teacher judgement	Yearly
Other learning areas	Teacher judgement against what has been taught	Each unit

Consistent judgements. Our teaching principal and kaiako moderate together twice a term, using shared exemplars, paired scoring and blind cross-marking. Samples are also checked with partner schools.

Reporting. Whānau receive clear reports on specific skills and next steps. The board receives regular achievement reports and an annual te reo Māori summary.

Support for every learner

Level of support	Who it is for	What happens
Tier 1 — whole class	Every child	Quality daily teaching, adjusted to each child's needs
Tier 2 — small group	Tamariki below 80% on a skill check	15–20 minutes, 3–4 times a week, in a group of 3–5. Progress is checked fortnightly, and the group ends at 90% mastery on two checks in a row
Tier 3 — individual	Tamariki not progressing after Tier 2	Daily one-to-one support guided by our learning support coordinator, with weekly progress checks

Extension is provided in the same flexible way for tamariki ready for more challenge.

Culturally responsive and inclusive practice

We are committed to:

- seeking equitable outcomes for Māori ākoka
- valuing te ao Māori, te reo Māori and tikanga in authentic learning, grounded in our relationship with Puketeraki Marae
- providing for te reo Māori learning, including when whānau request it
- reflecting the cultural diversity of our community in our programmes
- inclusive classrooms where every child experiences belonging, success and respect, supported by PB4L.

Our next steps for 2026–2027

Action	Learning area	Timing
Map our 2027 science and social sciences programmes together, so moved content (landforms, volcanoes, natural hazards) is taught once	Science, social sciences	Term 4, 2026
Decide how we keep climate change in our local curriculum	Science	Term 4, 2026
Confirm Aotearoa NZ's Histories and digital technologies are taught explicitly at every year level	Social sciences, technology	Term 4, 2026
Complete a curriculum coverage map and success criteria for each phase	Science, all areas	2027
Finish our maths scope and sequence (Numicon and Mathletics)	Maths	2027
Write a te reo Māori scope and sequence and introduce PAT Te Reo	Te reo Māori	2027
Begin a Years 7–8 science fair	Science	2027
Become familiar with the new health and PE, arts and technology curriculum before 2029	Health and PE, arts, technology	2027–2028

How we review this plan

Kaiako review curriculum delivery as an ongoing part of teaching, using achievement information, student engagement and voice, and whānau feedback. The board reviews this plan each year alongside our strategic plan. The SchoolDocs Curriculum and Student Achievement policy is reviewed in Term 4 of 2026 and 2029.

Words we use

Word	Meaning
Ākoka / kaiako	Learners / teachers
Te Mātaiaho	The refreshed New Zealand Curriculum, being introduced from 2026 to 2029
Structured literacy	An explicit, step-by-step way of teaching reading and spelling
iDeaL	The structured literacy programme and online platform we use to teach and track reading
SMART tool	A Ministry-approved assessment tool for reading, writing and maths
Phase 1 / Phase 2	Years 0–3 / Years 4–6, the stages the new curriculum is organised into
TAAM	Te Aho Arataki Marau — the national guidelines for teaching te reo Māori
PAT	Progressive Achievement Tests, used to check knowledge and progress
EOTC	Education outside the classroom — trips, camps and outdoor learning

Word	Meaning
PB4L	Positive Behaviour for Learning, our school-wide approach to a safe, calm environment