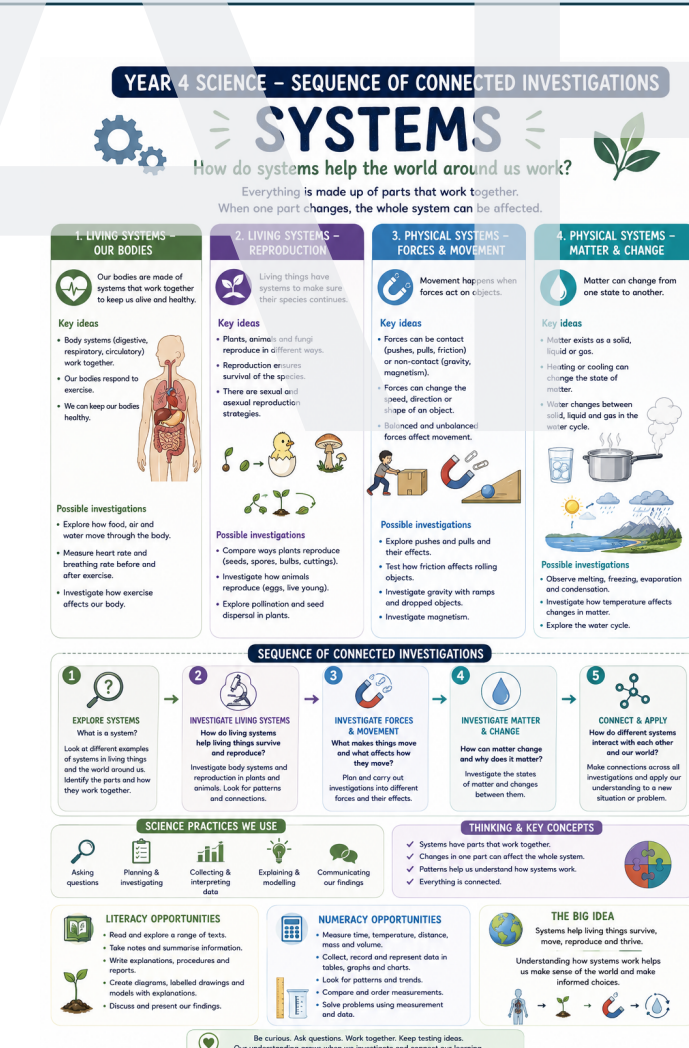
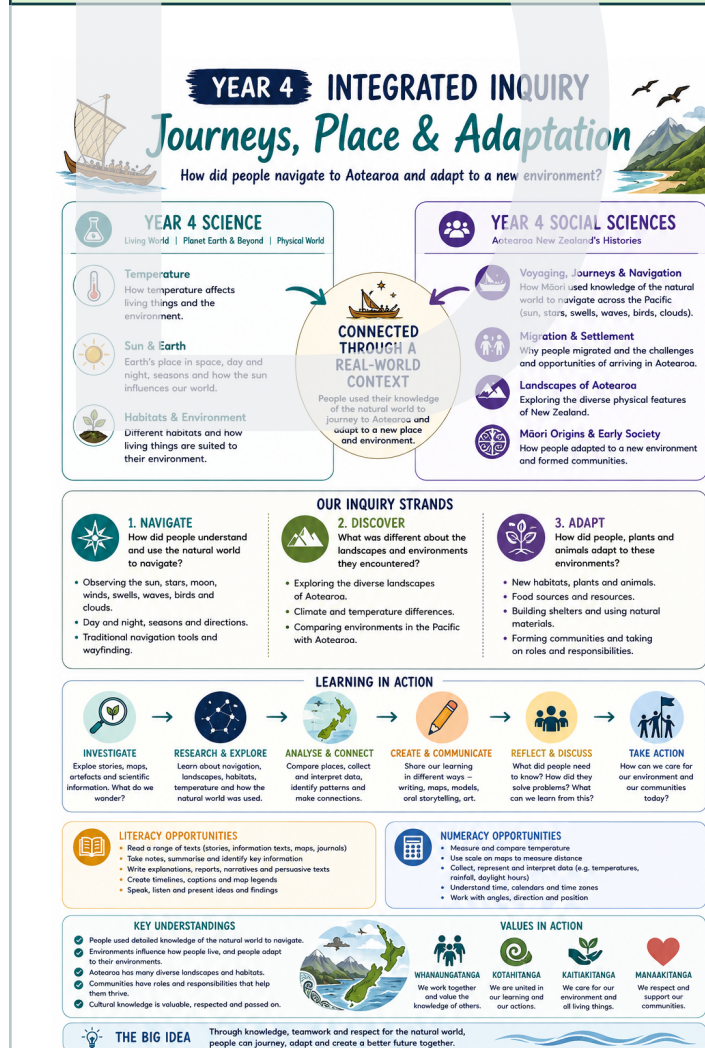


## MODEL YEAR 3/4 INTEGRATED CURRICULUM MAP CYCLE B

A planning exemplar showing how Year 4 knowledge and disciplinary practices can be connected into coherent contexts without turning the curriculum into isolated tick boxes.

| TERM 1<br>Journeys, Place & Adaptation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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                                                                                                                                                                                                                                                                                                                                                         | TERM 3<br>SYSTEMS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| <p><b>Rich context:</b> How did people use knowledge of the natural world to journey across the Pacific, and what did arrival in Aotearoa mean for people and place?</p> <p><b>SOCIAL SCIENCES - HISTORY</b></p> <ul style="list-style-type: none"><li>✓ Continuity and change: origins and journeys; voyaging, challenges and change.</li><li>✓ Māori voyaging through the Pacific was deliberate and skilful; hapū and iwi hold their own migration narratives.</li><li>✓ Practices: Think Conceptually; Frame Questions; Process Information using maps, timelines and historical sources; Identify Values and Perspectives; Communicate Findings and Conceptual Knowledge.</li></ul> <p><b>SCIENCE - PHYSICAL SCIENCE</b></p> <ul style="list-style-type: none"><li>✓ Earth and Space - Sun and Earth: Earth's rotation, orbit, day/night and apparent movement of the Sun.</li><li>✓ Matter Interactions and Energy - Temperature: temperature measured in degrees Celsius; thermal energy from sources including the Sun.</li><li>✓ Practices: Investigate through systematic observation and measurement; Communicate through models and evidence-based explanations.</li></ul> <p><b>SCIENCE - BIOLOGICAL SCIENCE</b></p> <ul style="list-style-type: none"><li>✓ Ecosystems - Habitats: habitats provide resources organisms need for survival; organisms interact within habitats.</li><li>✓ Practices: Investigate through observation; Communicate using diagrams/maps; Apply scientific knowledge to a simple habitat design.</li></ul> <p><b>Possible learning:</b> navigation observations; Sun/Earth models; temperature data; compare habitats and resources; use local voyaging narratives where appropriate.</p> | <p><b>Big idea:</b> How do societies organise themselves, make decisions and exchange resources - and how have these systems changed over time?</p> <p><b>SOCIAL SCIENCES - CIVICS &amp; SOCIETY</b></p> <ul style="list-style-type: none"><li>✓ Justice, rights and responsibilities: democracy as rule by the people, upheld by rights and responsibilities.</li><li>✓ Introducing democracy, participation, voting, Ancient Greek foundations, rules and laws.</li><li>✓ Practices: Think Conceptually; Frame Questions; Process Information; Identify Values and Perspectives; Communicate Findings; Design, Implement and Evaluate Social Actions.</li></ul> <p><b>SOCIAL SCIENCES - HISTORY</b></p> <ul style="list-style-type: none"><li>✓ Global History - Ancient societies: customs, beliefs and practices about social order.</li><li>✓ Choose one case study such as Ancient Greece to connect social order and early democratic ideas.</li><li>✓ Practices: use historical sources, compare perspectives and communicate evidence-based historical understandings.</li></ul> <p><b>SOCIAL SCIENCES - FINANCIAL &amp; ECONOMIC ACTIVITY</b></p> <ul style="list-style-type: none"><li>✓ Financial choices and planning: money has changed over time and comes from different sources.</li><li>✓ Barter, exchange, movement of people and technology, and the evolution from physical forms of exchange to digital money.</li><li>✓ Practices: Think Conceptually; Process Information; Identify Values and Perspectives.</li></ul> <p><b>Possible learning:</b> compare Ancient Greek and NZ democracy; explore fairness and participation; create a timeline of exchange and money; model how money moves through society.</p> | <p><b>Science sequence:</b> A series of connected investigations rather than one forced inquiry. Use the macro concept systems: parts interact, and changes can affect how a system works.</p> <p><b>BIOLOGICAL SCIENCE</b></p> <ul style="list-style-type: none"><li>✓ Organism Diversity - Reproduction: animals, plants and fungi reproduce in different ways; flowers, seeds and dispersal.</li><li>✓ Life Processes - Support and movement: vertebrate/invertebrate support structures; skeletons and muscles enable movement.</li><li>✓ Practices: Investigate by dissecting flowers/fruit and classifying seeds; Communicate with scientific drawings and models of structure/function.</li></ul> <p><b>PHYSICAL SCIENCE</b></p> <ul style="list-style-type: none"><li>✓ Motion and Forces: contact and non-contact forces; gravity and magnetism; force changes motion.</li><li>✓ Materials - States of matter: solids, liquids and gases; physical changes caused by heating and cooling.</li><li>✓ Practices: Investigate by gathering movement data and testing predictions; Evaluate how well methods are followed; Communicate results in tables/graphs; Apply to everyday contexts.</li></ul> <p><b>Suggested sequence:</b> 1) What is a system? 2) Reproduction systems 3) Support &amp; movement 4) Forces &amp; motion 5) Matter changing state 6) Connect and apply.</p> | <p><b>Teacher/school choice + deeper application:</b> Use the required Year 4 Geography knowledge as the anchor, then select local comparisons and contexts that make the learning meaningful.</p> <p><b>SOCIAL SCIENCES - GEOGRAPHY</b></p> <ul style="list-style-type: none"><li>✓ Patterns and processes: location and size of a place give rise to diversity of landscape patterns.</li><li>✓ Year 4 context - Landscape variety in Australia: physical and human features, scale, size, time zones and varied landscapes.</li><li>✓ First Nations Peoples' long connection with landscapes and land-management practices.</li><li>✓ Practices: Think Conceptually; Frame Questions; Process Information using globes, maps, quantitative data, photographs and sketches; Identify Values and Perspectives; Communicate Findings; Design, Implement and Evaluate Social Actions.</li></ul> <p><b>DEEPER APPLICATION / LOCAL CONTEXT</b></p> <ul style="list-style-type: none"><li>✓ Compare places and landscapes using maps, scale, distance and visual evidence.</li><li>✓ Connect to a local landscape, community, hapū/iwi knowledge or issue where this supports the intended curriculum learning.</li><li>✓ Revisit inquiry practices from earlier terms: evidence, perspectives, explanation, modelling, data and communication.</li></ul> <p><b>Possible learning:</b> Australia landscape comparison; mapping challenge; investigate how landscape influences how people live; local place comparison or action.</p> |



**Across the year:** Social Sciences practices include Think Conceptually, Frame Questions, Process Information, Identify Values and Perspectives, Communicate Findings and Conceptual Knowledge, and where appropriate Design, Implement and Evaluate Social Actions. Science practices are Investigate, Evaluate, Communicate and Apply. Science investigative methods across Years 0-8 include Modelling, Observing, Classifying and Identifying, Pattern Seeking, and Fair Testing; teachers select the method that fits the Year 4 knowledge and practice requirements.

**Planning note:** This is a model integration, not a mandated sequence. It deliberately keeps the prescribed Year 4 knowledge visible while using rich contexts to create coherence. Term 4 has been sharpened to ensure the Year 4 Geography requirement - Landscape variety in Australia - is not lost.

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