He Māherehere Paerewa Paetae – Taumata Tahi

	Ngā Marautanga						
	Hangarau	Hauora	Ngā Toi	Pāngarau	Pūtaiao	Te Reo Rangatira	Tikanga-ā-Iwi
Te Marautanga o Aotearoa	**Hangarau:** **1.1** Te whakaputa tauaki kia hua ai he hangarau o ēnei rā nō roto mai i te mātauranga Māori. **1.2** Te whakakaupapa i te putanga o tētahi hua hangarau nō roto mai i te mātauranga Māori, hei whakaea i tētahi tauaki. **1.3** Te whakaputa i tētahi hoahoa hangarau nō roto mai i te mātauranga Māori, hei whakaea i tētahi tauaki. **1.4** Te whakaputa i tētahi hua hangarau nō roto mai i te mātauranga Māori, hei whakaea i tētahi tauaki. **1.5** Te whakamahi rawa, te whakamahi tukanga rānei nō roto mai i te mātauranga Māori hei hanga i tētahi hua hangarau mō te ao hurihuri nei	**Hauora:** **1.1** Te whakamārama i te whakatau kōwhiringa hei oranga mō te tangata. **1.2** Te whakaatu i ngā tikanga iho matua o te kai. **1.3** Te whakamārama i te pānga mai o ngā take kai ki te oranga o te tangata. **1.4** Te whakaahua i te pānga o te whakamahi hangarau ki te oranga o te tangata. **1.5** Te whakaatu i te mārama ki te ao kori mā roto i te whai wāhitanga atu. **1.6** Te whakamārama i te pānga mai o ngā tikanga tiaki taiao o te wā ki te oranga o te tangata.	**Ngā Toi:** ***Ngā Mahi a Te Rēhia*** **1.1** Te tūhura i ngā Pūkenga toi taketake. **1.2** Te tūhura i ngā huānga toi o Ngā Mahi a te Rēhia. **1.3** Te whakaatu māramatanga ki ngā tukanga toi taketake. **1.4** Te whakaoti i āna ake mahi toi e whakatakoto ana i tōna mārama ki tōna ake ao. **1.5** Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi. **1.6** Te tautohu i ngā āhuatanga matua o tētahi toi taketake. **1.7** Te whakaatu māramatanga ki te whakapapa o ngā toi taketake. **1.8** Te whakamahi i te reo toi. ***Toi Ataata*** **1.1** Te tūhura i ngā Pūkenga toi taketake o te Toi Ataata. **1.2** Te tūhura i ngā huānga o te Toi Ataata. **1.3** Te whakaatu māramatanga ki ngā tukanga toi taketake. **1.4** Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga. **1.5** Te whakamahi hangarau matihiko ki te whakawhanake. **1.6** Te tautohu i ngā āhuatanga matua o tētahi toi taketake **1.7** Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake. **1.8** Te whakamahi i te reo toi. ***Toi Puoro*** **1.1** Te tūhura i ngā pūkenga toi taketake. **1.2** Te tūhura i ngā huānga Toi Puoro. **1.3** Te whakaatu māramatanga ki ngā tukanga toi taketake o te puoro. **1.4** Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga. **1.5** Te whakamahi hangarau matihiko ki te whakawhanake. **1.6** Te tautohu i ngā āhuatanga matua o tētahi toi taketake.	**Pāngarau:** **1.1** Te whakamahi whakaaro tau whaitake hei whakaoti rapanga. **1.2** Te whakamahi tikanga taurangi hei whakaoti rapanga. **1.3** Te tūhura i ngā hononga o te tūtohi, te whārite me te kauwhata. **1.4** Te whakamahi tikanga taurangi rārangi hei whakaoti rapanga. **1.5** Te whakamahi tikanga ine hei whakaoti rapanga. **1.6** Te whakamahi whakaaro āhuahanga hei whakaoti rapanga. **1.7** Te whakamahi tikanga tapatoru hāngai hei whakaoti rapanga ine. **1.8** Te whakamahi whakaahuahanga āhuahanga hei whakaoti rapanga. **1.9** Te whakamahi āhuahanga panoni hei whakaoti rapanga. **1.10** Te whakamahi i ngā tikanga tūhuratanga tauanga hei tūhura i tētahi huinga raraunga matatini. **1.11** Te whakamahi i ngā tikanga tūhuratanga tauanga hei tūhura raraunga tau matarua. **1.12** Te whakaatu māramatanga ki te tūponotanga me te raraunga. **1.13** Te tūhura pūāhua tūponotanga. **1.14** Te whakaoti rangahautanga pāngarau i runga i te āwhina a te pouako. **1.15** Te whakaatu mōhiotanga ki te reo matatini o te pāngarau.	**Pūtaiao:** **1.1** Te whakatairite i te mātauranga Māori me te mātauranga Pākehā ki tētahi kaupapa pūtaiao. **1.2** Te tūhura i tētahi rauropi i tōna ake taiao. **1.3** Te tūhura i tētahi pūnaha-hauropi i Aotearoa. **1.4** Te tūhura i tētahi āhuatanga o Papatūānuku. **1.5** Te tūhura i tētahi āhuatanga o Ranginui.	**Te Reo Rangatira:** **1.1** Te whakapuaki whakaaro hei kōrero whakamōhio. **1.2** Te whakapuaki whakaaro hei kōrero auaha. **1.3** Te whakapuaki whakaaro hei tuhinga whakamōhio. **1.4** Te whakapuaki whakaaro hei tuhinga auaha. **1.5** Te whakatau kaupapa hei kōrero. **1.6** Te whakatau kaupapa hei tuhinga. **1.7** Te tātari i te reo kōrero. **1.8** Te tātari i te reo tuhituhi hou. **1.9** Te tātari i te reo tuhi tawhito. **1.10** Te whakamahi rautaki rangahau. **1.11** Te whakaatu i ngā putanga rangahau. **1.12** Te urupare atu ki ngā tuhinga reo Māori.	**Tikanga-ā-Iwi:** **1.1** Te whakaatu māramatanga ki tā te Māori pāhekoheko ki te ao. **1.2** Te whakaatu māramatanga mō tētahi wāhi tapu ki te Māori. **1.3** Te whakaatu māramatanga mō ngā tirohanga kē ki tētahi kaupapa Tikanga-Ā-Iwi. **1.4** Te whakaatu māramatanga ki ngā hanganga pāpori a te Māori. **1.5** Te whakaatu māramatanga ki ngā take e pā ana ki te tuakiri tangata. **1.6** Te whakaatu māramatanga ki ngā tikanga, te kawa rānei i kawea ai i tētahi hui Māori, i tētahi karakia rānei.

			1.7 Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake. **1.8** Te whakamahi i te reo toi.				
New Zealand Curriculum	**Technology:** **1.1** Undertake a brief development to address a need or opportunity. **1.2** Use planning tools to guide the technological development of an outcome to address a brief. **1.3** Use design ideas to produce a conceptual design for an outcome to address a brief. **1.4** Demonstrate understanding of the ways a technological outcome, people, and social and physical environments interact.	**Home Economics:** **1.1** Demonstrate knowledge of an individual's nutritional needs. **1.2** Demonstrate understanding of societal influences on an individual's food choices and well-being. **1.3** Demonstrate understanding of how cultural practices influence eating patterns in New Zealand. **1.5** Demonstrate understanding of how an individual, the family and society enhance each other's well-being. **1.6** Demonstrate understanding of how packaging information influences an individual's food choices and well-being. **Health:** **1.1** Take action to enhance an aspect of personal well-being. **1.2** Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. **1.3** Demonstrate understanding of ways in which well-being can change and strategies to support well-being. **1.4** Demonstrate understanding of interpersonal skills used to enhance relationships. **1.5** Demonstrate an understanding of strategies for promoting positive sexuality. **1.6** Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. **Physical Education:** **1.1** Participate actively in a variety of physical activities and explain factors that influence own participation. **1.2** Demonstrate understanding of the function of the body as it relates to the performance of physical activity. **1.3** Demonstrate quality movement in the performance of a physical activity. **1.4** Demonstrate understanding of societal influences on physical activity and the implications for self and others. **1.7** Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities.	**Dance:** **1.2** Perform dance sequences. **1.3** Demonstrate ensemble skills in a dance. **1.4** Demonstrate understanding of the elements of dance. **Music:** **1.1** Perform two pieces of music as a featured soloist. **1.2** Demonstrate ensemble skills through performing a piece of music as a member of a group. **1.3** Compose two original pieces of music. **1.6** Demonstrate knowledge of two music works from contrasting contexts. **Drama:** **1.1** Apply drama techniques in a dramatic context. **1.5** Demonstrate understanding of a significant play. **1.6** Perform and acting role in a scripted production. **Visual Arts:** **1.1** Demonstrate understanding of art works from a Māori and other cultural context using art terminology. **1.2** Use drawing methods and skills for recording information using wet and dry media. **1.4** Produce a body of work informed by established practice, which develops ideas, using a range of media understanding of the elements of dance. **1.5** Produce a finished work that demonstrates appropriate cultural conventions. **Art History:** **1.1** Demonstrate understanding of formal elements of art works, using art terminology. **1.3** Demonstrate understanding of links between context(s) and art works. **1.4** Demonstrate knowledge of media and methods used to produce art works.	**Mathematics and Statistics:** **1.1** Apply numeric reasoning in solving problems. **1.2** Apply algebraic procedures in solving problems. **1.3** Investigate relationships between tables, equations and graphs. **1.4** Apply linear algebra in solving problems. **1.5** Apply measurement in solving problems. **1.6** Apply geometric reasoning in solving problems. **1.7** Apply right-angled triangles in solving measurement problems. **1.8** Apply knowledge of geometric representations in solving problems. **1.9** Apply transformation geometry in solving problems. **1.10** Investigate a multivariate data set using the statistical enquiry cycle. **1.11** Investigate bivariate numerical data using the statistical enquiry cycle. **1.12** Demonstrate understanding of chance and data. **1.13** Investigate a situation involving elements of chance.	**Science:** **1.1** Demonstrate an understanding of mechanics. **1.2** Investigate implications of electricity and magnetism for everyday life. **1.3** Investigate implications of wave behaviour for everyday life. **1.4** Investigate implications of heat for everyday life. **1.5** Demonstrate an understanding of aspects of acids and bases. **1.6** Investigate implications of the use of carbon compounds for fuel. **1.7** Investigate implications of the properties of metals for their use in society. **1.8** Investigate selected chemical reactions. **1.9** Demonstrate understanding of biological ideas relating to genetic variation. **1.10** Investigate life processes and environmental factors that affect them. **1.11** Investigate biological ideas relating to interactions between humans and micro-organisms. **1.12** Investigate the biological impact of an event on a New Zealand ecosystem. **1.13** Demonstrate understanding of the formation of surface features of New Zealand. **1.14** Demonstrate understanding of carbon cycling. **1.15** Demonstrate understanding of the effects of astronomical cycles on Planet Earth. **1.16** Investigate an astronomical or Earth science event. **Chemistry:** **1.1** Carry out a practical chemistry investigation, with direction. **1.2** Demonstrate understanding of the chemistry in a technological application. **1.3** Demonstrate understanding of aspects of carbon chemistry. **1.4** Demonstrate understanding of aspects of selected elements. **1.5** Demonstrate understanding of aspects of chemical reactions.		**Social Studies:** **1.1** Describe how cultures change. **1.2** Conduct a social inquiry. **1.3** Describe the consequences of cultural change(s). **1.4** Report on personal involvement in a social justice and human rights action. **1.5** Describe a social justice and human rights action. **Geography:** **1.1** Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s). **1.3** Demonstrate geographic understanding of the sustainable use of an environment. **1.5** Conduct geographic research, with direction. **History:** **1.1** Carry out an investigation of an historic event, or place, of significance to all New Zealanders. **1.2** Demonstrate understanding of an historical event, or place, of significance to all New Zealanders. **1.3** Interpret sources of an historical event of significance to New Zealanders. **1.4** Demonstrate understanding of an historical event, or place, of significance to all New Zealanders. **1.5** Describe the causes and consequences of an historical event. **1.6** Describe how a significant historical event affected New Zealand society. **Economics:** **1.1** Demonstrate understanding of consumer choices, using scarcity and/or demand. **1.2** Demonstrate understanding that a producer makes about production. **1.3** Demonstrate understanding of producer choices using supply. **1.4** Demonstrate understanding of

		1.8 Take purposeful action to assist others to participate in physical activity.			**Physics:** **1.1** Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction. **1.2** Demonstrate understanding of the physics of an application. **1.3** Demonstrate understanding of aspects of electricity and magnetism. **1.4** Demonstrate understanding of aspects of wave behaviour. **1.5** Demonstrate understanding of aspects of heat. **Biology:** **1.1** Carry out a practical investigation in a biological context with direction. **1.2** Report on a biological issue. **1.3** Demonstrate understanding of biological ideas relating to micro-organisms. **1.4** Demonstrate understanding of biological ideas relating to the life cycle of flowering plants. Demonstrate understanding of biological ideas relating to a mammal(s) as a consumer(s).		how consumer, producer and/or government choices affect society, using market equilibrium. **1.5** Demonstrate understanding of government choice where affected groups have different viewpoints. **1.6** Demonstrate understanding of the interdependence of sectors of the New Zealand economy.