

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 4

Ngā Whanaketanga Rumaki Māori have been designed to let whānau, teachers and children know where they are at with their learning in Te Reo Matatini and Pāngarau.

The whanaketanga are directly aligned with the Marautanga o Aotearoa which is the framework used by kura to teach all the learning areas – Te Reo Māori, Pāngarau, Pūtaiao, Tikanga ā-Iwi, Hauora, Ngā Toi, Te Reo Pākehā and Hangarau.

Your child's school must provide you with at least two written reports a year, letting you know how your child is doing in relation to the Whanaketanga and the Marautanga. Many kura provide a portfolio of your child's work, if your kura doesn't do this ask the teacher to show you their work.

This booklet provides a snapshot of the sorts of things your child will have been learning during their fourth year at school in kōrero, pānui, tuhituhi and pāngarau. It gives you an idea of what you can expect your child to know and be able to do in these areas.

If your child has come to total immersion education more recently, they may be assessed slightly differently – to reflect how long they've been in immersion. Talk to your teacher if you have any concerns – they will be able to explain where your child is at with their learning.





Kōrero

During your child's fourth year at kura they will be working at level 2 of the marautanga.

They will be able to speak confidently about familiar contexts and experiences they might have had, like fishing with koro, going shopping with dad or kapa haka.

They will be learning to:

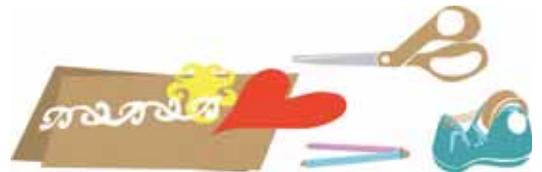
- grasp the main ideas in anything that they hear or listen to
- deliver their messages clearly, with mostly correct pronunciation
- give simple mihi in appropriate contexts
- use more descriptive language when talking about people, places and events.

A speaking and listening activity

The teacher might ask them to present an art piece that they have made and talk about it – why they chose to make it; the colours they chose; the message they are trying to convey. Their classmates might be asked to respond e.g. what they liked about the artwork or how it made them feel.

At home

- Keep the magic of storytelling alive by making up, retelling or reading aloud, stories to your child.
- Encourage your child to do art and craft activities – have paper, paint, pencils, scissors, wool, magazines available – and get them to talk about the things they are creating – “Kei te hanga koe i te aha?”, “Kōrero mai ki ahau, he aha pea tana āhua?”
- Take them on a trip – the museum, the zoo, a bush walk – use a dictionary together if you need new vocabulary.



Pānui

During your child's fourth year at kura they will be working at level 2 of the marautanga and they will be reading books in the Kete Pīngao range.

They will be reading for specific purposes – finding information, locating answers to specific questions, or for entertainment. They will be investigating texts, and doing things like predicting how a story might end or telling how a character might feel about something.

They will be learning to:

- retell stories, sequencing the main ideas, and incorporating vocabulary and phrases from the story
- discuss figurative language in context – idiom, proverb, simile, personification, metaphor
- identify the use of the passive voice – ‘Ka mihia anō ia e tōna hoa.’
- understand and discuss descriptive and comparative phrases to describe a topic – ‘Ko te tere hoki o tana haere ānō nei ko Tāwhirimātea ia.’
- use clues in a text to make judgments about a character's personality or motivations.

Readers are grouped into ‘Kete’, starting with Kete Harakeke where the books are simple and progressing to Kete Kiekie, Pīngao and Miro, which get slightly harder and more complex at each kete. During their next year at kura your child may be reading books in the Kete Pīngao range.



Some features of Pīngao books at this level

- Some use of dialogue.
- Illustrations that match the text less closely.
- A variety of characters.
- A variety of sentence beginnings.
- Some use of complex punctuation.

As your child reads this story they might:

- look at the start of the story and guess what the story is about and how it might end
- talk about what it's like to travel at night
- think about a time that they have travelled at night
- discuss the good and bad things about travelling at night.

At home

- Get your child to tell you about what they are reading – Who's their favourite character? How do they think the story will end?
- Read recipes, instructions, magazines, manuals, books.
- Get your child to read to younger whānau members or grandparents.
- At the library – look for books about things they are studying at kura; help them choose a book that you can read to them.



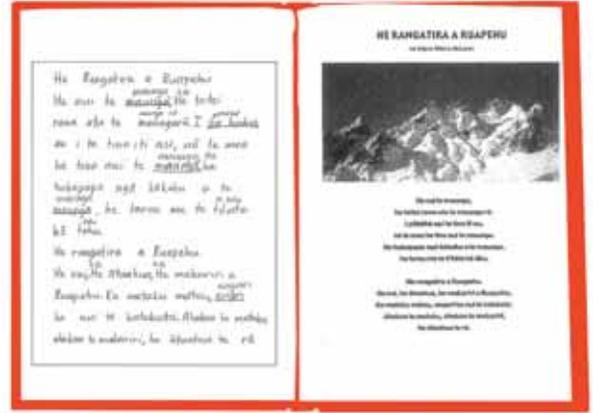
Tuhituhi

During your child's fourth year at kura they will be writing at level 2 of the marautanga.

They will be writing for particular purposes and with an awareness of their audience. They will be writing on topics that relate to other learning areas like Pūtaiao, Hangarau or Tikanga ā-Iwi. They will still be writing frequently about topics of their own choice, and be working with their teacher to craft their writing to share with an audience.

They will be learning to:

- use their writing to communicate experiences, ideas and information
- write for a specific audience e.g. writing a mihi to a visiting speaker
- independently proof-read their own writing
- use reference materials such as dictionaries, to check words for spelling or meaning
- publish their writing in a variety of ways – computers, cameras, illustrations and diagrams.



In this piece of writing the child has:

- used their own thoughts to help give the story a personal voice
- used a computer to publish their work
- included a photograph to support the text
- talked about a natural land feature.

At home

- Help your child to: leave messages in the sand on the beach; make a message in a bottle; play Scrabble.
- Have a special place to keep your child's writing at home – in a folder, frame a piece of good writing, hang it on the fridge.
- Write a menu for a special whānau meal.
- Use a 'Sharpie' to write on and decorate cups – write whānau names or draw designs – put them in an oven at 200°C for 15 minutes to make it permanent.





Pāngarau

During your child's fourth year at kura they will be working at level 2 of the marautanga. About 60–80 percent of their learning will focus on number.

They will be solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics. They will solve problems using basic addition, subtraction and simple multiplication facts and their knowledge of place value.

They will be learning to:

- work with numbers up to 1,000
- use their knowledge of 2, 3, 4, 5, and 10 times tables to solve problems
- find fractions of sets, shapes and quantities
- make and continue patterns and explain the pattern's rule
- sort objects and describe how they have been grouped – shape, size, colour
- choose how to best measure length, area, volume, capacity, weight, temperature and time
- use simple maps to show position and direction.

A maths problem

Using the piece of measuring tape, measure the length of the caterpillar, the bookmark and the ribbon.

At home

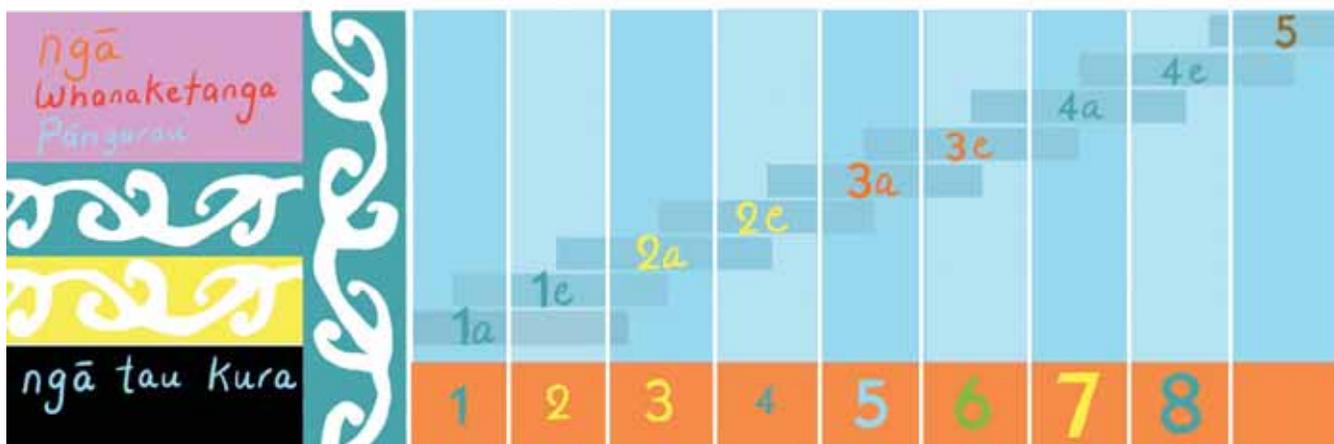
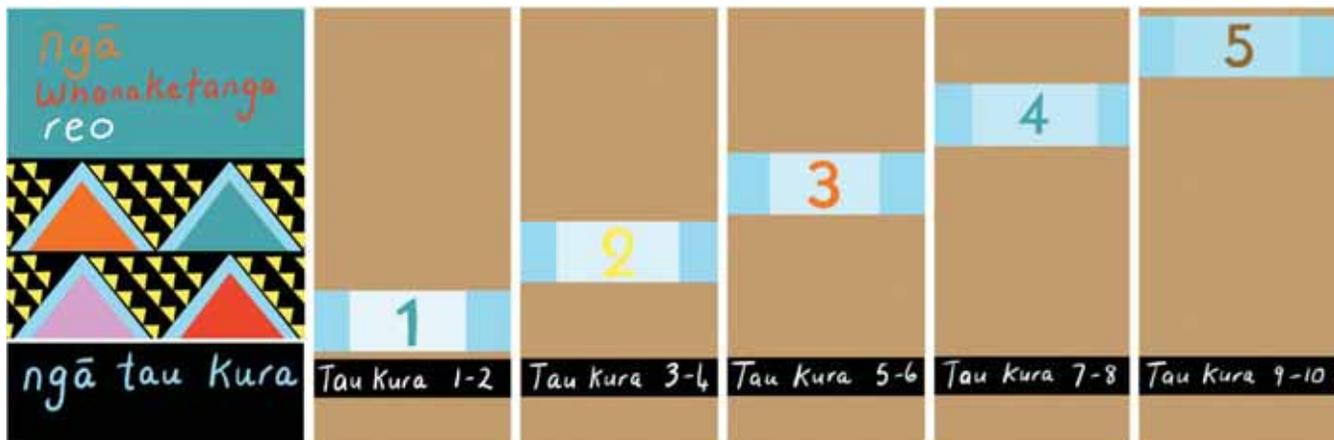
Pāngarau is an important part of everyday life. Get your child to show you how they solve problems – it might be different to how you did things when you were at school.

Numbers and patterns

- Count forwards and backwards with numbers like – 779, 780, 781, 782 ... 782, 781, 780, 779.
- Find the ages and birth dates of whānau and friends.
- Decorate cards – create repeating patterns like kōwhaiwhai, tukutuku.

Everyday activities

- Help at the supermarket – weigh items; look for the best buy; check amounts of fat, salt and sugar.
- Look at junk mail – What's the best value? What would you buy with \$10, \$20, \$100 or \$1,000?
- Collect boxes – undo them, try making them up again or make something else.



Thanks to everyone who contributed and gave support to this project. Special thanks to the student whose work is included in the Tuhituhi section of this booklet.

For more information about Ngā Whanaketanga Rumaki Māori and Te Marautanga o Aotearoa visit the Ministry of Education's website, www.minedu.govt.nz.

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