

He Māherehere Paerewa Paetae – Taumata Tahī

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

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

		<p>1.4 Demonstrate understanding of societal influences on physical activity and the implications for self and others.</p> <p>1.7 Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities.</p> <p>1.8 Take purposeful action to assist others to participate in physical activity.</p>	<p>formal elements of art works, using art terminology.</p> <p>1.3 Demonstrate understanding of links between context(s) and art works.</p> <p>1.4 Demonstrate knowledge of media and methods used to produce art works.</p>		<p>1.3 Demonstrate understanding of aspects of carbon chemistry.</p> <p>1.4 Demonstrate understanding of aspects of selected elements.</p> <p>1.5 Demonstrate understanding of aspects of chemical reactions.</p> <p>Physics:</p> <p>1.1 Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction.</p> <p>1.2 Demonstrate understanding of the physics of an application.</p> <p>1.3 Demonstrate understanding of aspects of electricity and magnetism.</p> <p>1.4 Demonstrate understanding of aspects of wave behaviour.</p> <p>1.5 Demonstrate understanding of aspects of heat.</p> <p>Biology:</p> <p>1.1 Carry out a practical investigation in a biological context with direction.</p> <p>1.2 Report on a biological issue.</p> <p>1.3 Demonstrate understanding of biological ideas relating to micro-organisms.</p> <p>1.4 Demonstrate understanding of biological ideas relating to the life cycle of flowering plants.</p> <p>Demonstrate understanding of biological ideas relating to a mammal(s) as a consumer(s).</p>		<p>1.2 Demonstrate understanding that a producer makes about production.</p> <p>1.3 Demonstrate understanding of producer choices using supply.</p> <p>1.4 Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium.</p> <p>1.5 Demonstrate understanding of government choice where affected groups have different viewpoints.</p> <p>1.6 Demonstrate understanding of the interdependence of sectors of the New Zealand economy.</p>
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