

Kōrero

Pānui

Tuhituhi

Pāngarau

Year 5

**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.

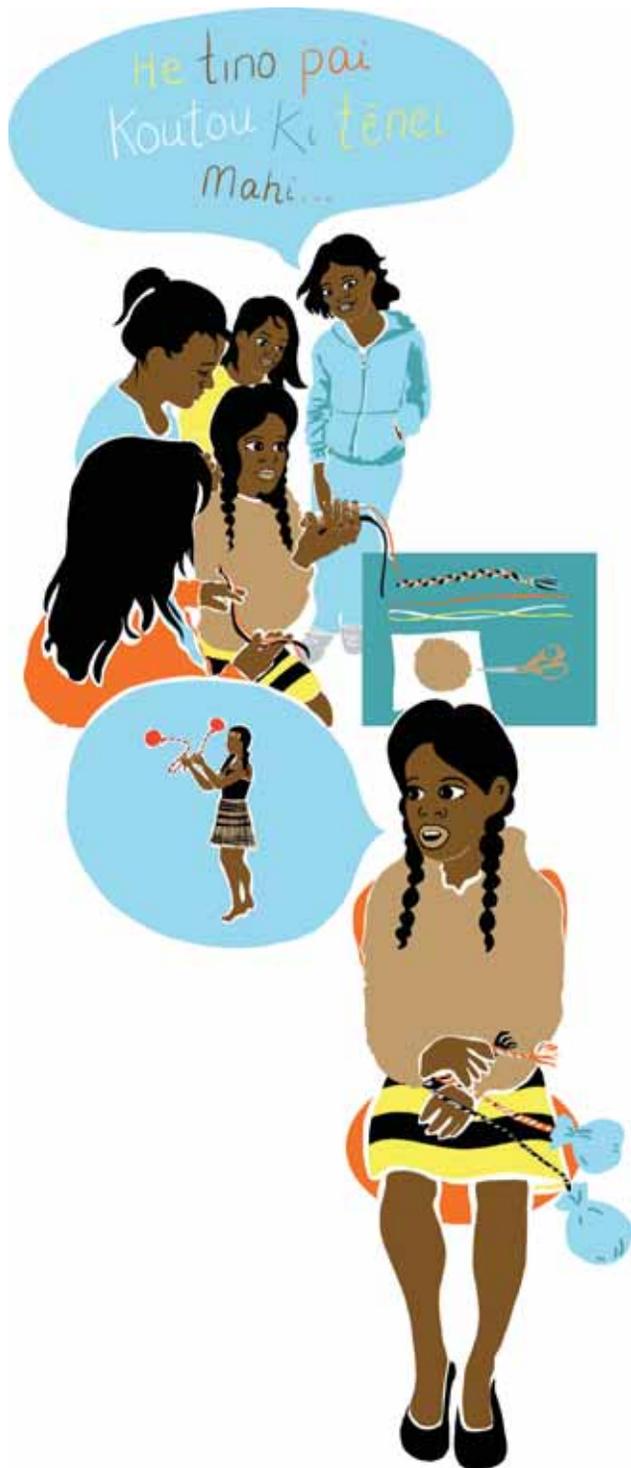
The whanaketanga are directly aligned with the Marautanga o Aotearoa which is the framework used by kura to teach all the learning areas – Te Reo Māori, Pāngarau, Pūtaiao, Tikanga ā-Iwi, Hauora, Ngā Toi, Te Reo Pākehā and Hangarau.

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 fifth 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 fifth year at kura they will be working at early level 3 of the marautanga.

They will be developing their ability to analyse the spoken word, and think more deeply about things they speak about. They will use more descriptive language and sometimes include kiwaha, metaphor or whakataukī.

They will be learning to:

- speak with a developing level of fluency, intonation and rhythm
- use descriptive language like adjectives, adverbs, simile and metaphor
- share their ideas in both formal and informal situations like at the marae or with their friends.

### A speaking and listening activity

A tuakana-teina activity where the older children work with their tēina to make poi – using instructional, topic based, inquiring and encouraging language.

### At home

- Get your child to share their thoughts with you. Share opinions with each other and talk about why they think that way.
- Remember to ask your child about the things they enjoyed at school or what they learnt – “He aha ngā mahi pārekareka rawa i te kura i tēnei rā?”, “He aha tētahi mea e mōhio ana koe i tēnei rā, kāore koe i mōhio inanahi?”

## Pānui

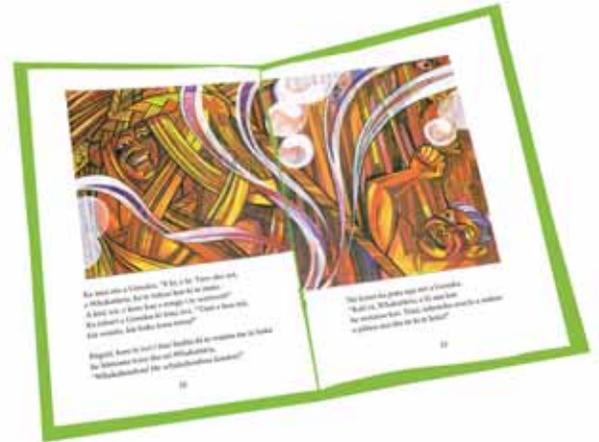
During your child's fifth year at kura they will be working at early level 3 of the marautanga and they will be reading books in the Kete Pīngao range.

They will be reading a variety of fiction and non-fiction texts that will support their learning in other areas like Pūtaiao, Tikanga ā-Iwi and Hauora.

They will be learning to:

- interpret diagrams and illustrations to gain meaning
- recognise that some words and phrases, such as nā reira and heoi, can signal that a summing up is to follow
- locate parts of a book and use them to find information e.g. table of contents, blurbs, index and glossary
- identify compound words through knowledge of the components e.g. rorohiko = roro + hiko
- read in different voices for the direct speech of different characters.

**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

- Texts with less familiar settings.
- Increased use of dialogue.
- Use of figurative language like kiwaha, whakataukī and metaphor.
- Ideas organised into paragraphs.

### As your child reads this story they might:

- discuss how their tūpuna journeyed to Aotearoa and why they came
- read the title and the first page and predict what they think the story will be about
- read using different voices and intonation for the different characters in the story.

### At home

- Read the same book or magazine as your child – discuss what you both thought about the story or an article.
- Keep reading with your child and visiting libraries.
- Find books of movies or TV programmes – it helps your child to learn different ways of telling a story if they read a story they have watched.
- Find out information together – use different sources e.g. manuals, dictionaries, the Internet, magazines, whakapapa or atlases.





## Tuhituhi

During your child's fifth year at kura they will be writing at early level 3 of the marautanga.

Their writing will be more descriptive and will reflect their thoughts and feelings about experiences they have had. It will also include information they have gleaned from talking, listening and reading about things in other learning areas.

They will be learning to:

- choose the best way to express their ideas or messages in writing
- organize their writing, use detail to support their main ideas and use paragraphs to group their ideas
- choose words and phrases specific to a topic or relevant to a particular audience.



In this piece of writing the child has:

- used a wide variety of subject-specific words related to this type of writing
- checked and corrected sentence structure, spelling and grammar
- used organisational features to assist the reader, e.g. using headings and sub-headings
- used a computer to publish texts
- selected appropriate visual images.

At home

- Write out clues for an Easter egg or treasure hunt for the whānau.
- Make folders of favourite recipes – use the computer, a folder or book.
- Choose a whakataukī or pepeha – write it onto canvas and decorate it as a gift for a new pēpi, another whānau member or a friend.
- Make a cookie mix jar. Write out and attach the recipe and give it as a gift.
- Encourage your child to keep a diary (either in a book or on the computer) and write about things they have done and how they feel about them.





## Pāngarau

During your child's fifth year at kura they will be working at early level 3 of the marautanga and about 50-70 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. Your child will be learning a range of approaches to solving problems. The problems will involve several steps and they will need to choose the most appropriate method to solve them.

Your child will be learning to:

- choose appropriate methods to solve problems (using +, -, ×, ÷) and explain their methods to other people
- use their basic facts to work out unknown facts and to find fractions of sets, shapes and quantities
- sort 2D and 3D shapes and justify how they have been grouped
- use grid references in maps and points of the compass to describe the location of objects.



### A maths problem

Here is a map. What things are at E3 and K4 on the map? What is the location of the treasure?

The pirate needs to get back to his ship. Using his compass, what direction will he need to take?

### At home

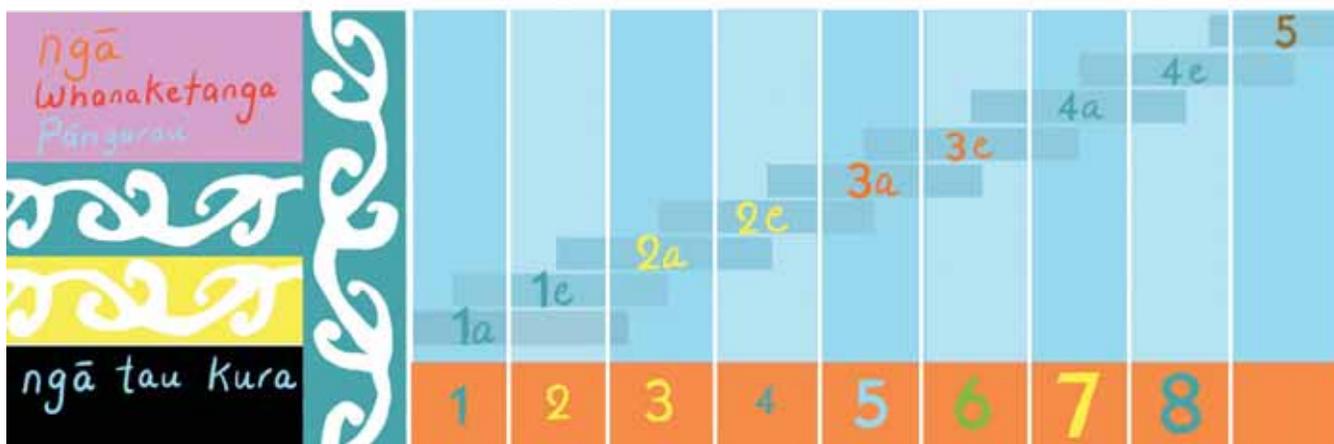
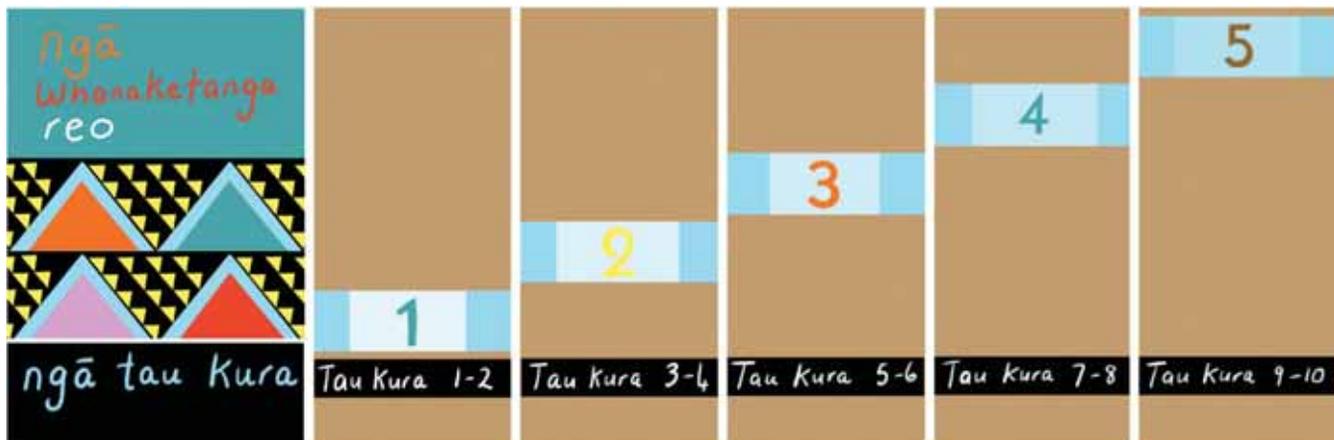
Pāngarau is an important part of everyday life. Get your child to show you how they solve problems – it might be different to how you did things when you were at school.

#### Numbers and patterns

- Read large numbers – 22,148 (twenty-two thousand, one hundred and forty-eight).
- Learn number pairs to 100 – 81 + what equals 100?
- Read car number plates.
- Collect and order birthdays of whānau and friends – make a reminder calendar.

#### Everyday activities

- Practise times tables (up to 10x10).
- Budget for a special occasion – afternoon tea with your kuia or a friend; going to the movies.



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](http://www.minedu.govt.nz).

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