



## Report: Release of mathematics and statistics and Pāngarau Years 0-8 and English and Te Reo Rangatira Years 0-6

To:	Hon Erica Stanford, Minister of Education		
Date:	30/10/2024	Deadline:	30/10/2024
Security Level:	In-Confidence	Priority:	High
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### Why are we sending this to you?

- You are receiving this report because the draft English learning area and Te Reo Rangatira wāhanga ako for Years 0-6, and mathematics and statistics learning area and pāngarau wāhanga ako for Years 0-8 have been revised following discussion with you and further NZC Coherence Group feedback on the learning areas.
- They will be released for use by schools and kura on 31 October 2024, subject to your approval.
- Accompanying this report are the final Pāngarau and mathematics and statistics (Years 0-8), and Te Reo Rangatira and English (Years 0-6) curriculum content for your approval to release.
- Supporting communications material for the curricula release are annexed to this report.
- A number of other supporting materials, including ERO's independent quality assurance reports and the Ministry's response to these, feedback from The New Zealand Curriculum (NZC) Coherence Group, as well as NZCER and Core Education's analysis of consultation feedback reports were provided to you on 15 October [METIS 1337540 refers].

### What action do we need, by when?

- We are seeking your agreement to release the final content of the learning areas and wāhanga ako under section 90(1) of the Education and Training Act 2020.
- Please return the signed paper by 30 October 2024. This will enable the learning areas and wāhanga ako to be released on the Ministry's Tāhūrangi website on 31 October 2024.
- A final version of the New Zealand Gazette notice issuing these learning areas and wāhanga ako as part of School Board requirements is attached (Annex 7).
- Please return the signed notice by 30 October 2024.

## Alignment with Government priorities

- 1 This report aligns with the Government priority to establish a knowledge-rich curriculum grounded in the science of learning.

## Background

- 2 You have approved the making of new foundation curriculum policy statements and national curriculum statements under section 90(1) of the Education and Training Act 2020, and agreed that these new statements will come into effect on 1 January 2025 [METIS 1337540 refers].
- 3 We have made further revisions to the learning areas and wāhanga ako following further feedback and advice from the Coherence Group on the learning areas. We now seek your agreement to the final content of these, and them being released for use by schools and kura on the Ministry's Tāhūrangi website on Thursday 31 October 2024.

## The updated mathematics and statistics and English learning areas

- 4 Annexed to this paper are the following final materials for your approval to release, along with supporting background papers:
  - a. The updated Years 0-8 mathematics and statistics learning area (Annex 1)
  - b. The updated Years 0-6 English learning area (Annex 2)
- 5 We have responded to further feedback from the NZC Coherence Group following their meeting on 16 October, and discussion with your office on the draft learning areas. Much of this was focused on emphasising the science of learning and ensuring the curriculum is knowledge-rich, based on disciplinary content. Specific changes to the English Years 0-6 and the mathematics and statistics Years 0-8 learning areas include:
  - Ensuring that universal language is used throughout to make the documents accessible and appropriate for all New Zealanders.
  - The addition of vocabulary lists for mathematics and statistics.
  - Drawing through the history of the English language and classic and contemporary texts.

## The updated Pāngarau and Te Reo Rangatira wāhanga ako

- 6 Annexed to this paper are the following final materials for your approval to release, along with supporting background papers:
  - a. The updated Years 0-8 Pāngarau wāhanga ako (Annexes 3 and 4)
  - b. The updated Years 0-6 Te Reo Rangatira wāhanga ako (Annex 5 and 6)

- 7 We have responded to discussion with your office on the draft wāhanga ako and have provided descriptions that are more inclusive of all those learning through te reo Māori.
- 8 Revisions to Te Reo Rangatira Years 0-6 include being clearer about the sequence that Rangaranga Reo ā-Tā uses, is included throughout tūārerere 1 and 2 (Years 0-6). Further information about structured approaches, as outlined in Rangaranga Reo ā-Tā in tūārerere 1 and 2 (Years 0-6), will be included once testing is completed and issued as part of the final Year 0-13 wāhanga ako in late 2025.
- 9 Revisions to pāngarau have focused on making sure there is alignment of learning expectations between the mathematics and statistics learning area with pāngarau. References to the science of learning have also been made more explicit in the key objectives.

## Final approval of content and New Zealand Gazette notice

- 10 You have approved the making of new foundation curriculum policy statements and national curriculum statements under section 90(1) of the Education and Training Act 2020, and agreed that these new statements will come into effect on 1 January 2025 [METIS 1337540 refers]. As revisions have been made, we now seek your agreement to the release the final versions of these under section 90(1) of the Education and Training Act 2020.
- 11 A final NZ Gazette notice for formally notifying the making of these curriculum statements as secondary legislation under the Act is attached as Annex 7 for your signature. This has been translated into te reo Māori per our usual practice for curriculum related notices. This recognises the two pathways in the National Curriculum. Advice was sought from the Ministry's legal team in drafting this notice.
- 12 We request that you return the signed recommendations and Gazette notice to us by 30 October 2024, so that the final learning areas and wāhanga ako can be released on 31 October.
- 13 We will progress publication of the notice in the NZ Gazette once it is returned to us signed. If we don't receive the signed and dated Gazette notice by 30 October, we cannot guarantee it will be published on 31 October 2024 when the learning areas and wāhanga ako are released.

## Supporting communications material

- 14 From mid-day Wednesday 30<sup>th</sup> October final content will be loaded on Tāhūrangi. On Thursday 31<sup>st</sup> October the new curriculum content will be live. Following an email from you on Thursday morning to leaders letting them know the content has been published online, we will send out an information sheet. The information sheet provides details about the

feedback received as well as the implementation supports and resources available to help them implement the new content from the start of 2025. (Annex 8).

- 15 On Wednesday 30<sup>th</sup> October we have two pre-release engagements planned. The first is to invite the writers of the curriculum learning areas and wāhanga ako to meet and provide them an advanced copy of the new content, this is a chance for them to see how their contribution has informed the final versions and thank them for their input. We will also send an advanced copy via email to the peak bodies for their information.
- 16 Ongoing communications will continue over term 4 through our usual channels. This includes our frontline staff engagements, Tāhūrangi news items, and via Ministry social media posts.
- 17 A draft media release has been included should you wish to make a media announcement (Annex 9).

## Implementation supports

- 18 We have developed and provided a range of implementation supports and resources including "Getting ready" and Getting Started" guidance which covers a list of supports and services available and a Term 4 readiness checklist. Additionally, there are wall planners for use by teachers and leaders which have all been released via our communication channels and available on Tāhūrangi.

## Next Steps

- 19 There will be opportunities for refinements in response to feedback and insights during 2025. These can be incorporated as part of finalising the full English and mathematics and statistics learning areas and Te Reo Rangatira and pāngarau wāhanga ako for Years 0-13 (planned to be required from 2026). We will also be implementing an ongoing review and maintenance process designed to keep the national curriculum fit for purpose and future focused.
- 20 Later in Term 4, consultation will open on Years 7-13 English and Te Reo Rangatira and Years 9-13 maths and Pāngarau. The content, along with how to provide feedback, will be available on the Ministry's Tāhūrangi website: [Tāhūrangi \(education.govt.nz\)](https://www.tahurangi.govt.nz/).

## Annexes

The following are annexed to this paper:

- Annex 1: Mathematics and statistics learning area Years 0-8
- Annex 2: English learning area Years 0-6

- Annex 3: Pāngarau wāhanga ako Years 0-8 (Te Reo Māori)
- Annex 4: Pāngarau wāhanga ako Years 0-8 (English)
- Annex 5: Te Reo Rangatira wāhanga ako Years 0-6 (Te Reo Māori)
- Annex 6: Te Reo Rangatira wāhanga ako Years 0-6 (English)
- Annex 7: New Zealand Gazette notice
- Annex 8: Information sheet to send to schools and kura
- Annex 9: Draft media release

Proactively released

## Recommended Actions

The Ministry of Education recommends you:

- a. **note** that, following discussion with you and further NZC Coherence Group feedback, revisions have been made to the mathematics and statistics Years 0-8 and English Years 0-6 learning areas and the Pāngarau Years 0-8 and Te Reo Rangatira Years 0-6 wāhanga ako previously agreed by you [METIS 1337540 refers]. Noted
- b. **approve** the content and release of the final learning areas and wāhanga ako (Annex 1, Annex 2, and Annexes 3 to 6) for use by schools and kura through publication on the Ministry's Tāhūrangi website on Thursday 31 October 2024 and formal notification in the New Zealand Gazette Agree / Disagree
- c. **note** that, as agreed by you previously [METIS 1337540 refers], these are being made as new foundation curriculum policy statements and national curriculum statements under section 90(1) of the Education and Training Act 2020, will come into force on 1 January 2025, and revoke and replace parts of the existing statements Noted
- d. **sign and date** the attached notice for the New Zealand Gazette Yes / No
- e. **note** the curriculum release and communication timeline

Proactive Release:

- f. **agree** that the Ministry of Education release this paper once it has been considered by you with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982. Agree / Disagree

Pauline Cleaver

Hautū Taupua | Acting Deputy Secretary

Te Poutāhū | Curriculum Centre



Hon Erica Stanford

Minister of Education

30/10/2024

30/10/24



**Te Poutāhū**  
Curriculum Centre

**Te Mātaiaho**

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# **The New Zealand Curriculum**

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**MATHEMATICS AND  
STATISTICS YEARS 0-8**

*Mātai aho tāhūnui,  
Mātai aho tāhūroa,  
Hei takapau wānanga  
E hora nei.*

*Lay the kaupapa down  
And sustain it,  
The learning here  
Laid out before us.*



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government

**OCTOBER 2024**

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There are two versions of the mathematics and statistics learning area. To ensure you can see the full teaching sequences, which spread across two pages:

- › for printing, print the 'single pages' version, backed; staple or bulldog clip the left-hand side of the printout
- › for reading on line, view the 'double pages' version.

## The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

The New Zealand curriculum is knowledge-rich. It prioritises and explicitly describes what must be taught each year and is deliberately sequenced to enable students to build knowledge, skills, and competencies systematically over time. It supports teachers to design teaching programmes that bring learning to life in the classroom, using local, national, and global contexts.

The science of learning informs curriculum sequencing and teaching practice. The curriculum builds on scientific understanding to identify five characteristics of how we learn:

**We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.**

Students bring with them different cultural identities, knowledge, belief systems, and experiences. They need to see that these are valued and reflected in a school environment characterised by strong relationships and mutual respect. Students' sense of belonging is enhanced by sensitivity to their individual needs, emotions, cultures, and beliefs.

**A new idea or concept is always interpreted through, and learned in association with, existing knowledge.**

The amount of existing knowledge students have, and the degree to which that knowledge is interconnected in long-term memory, influence both the quality and ease with which they can build on that knowledge. Recognising and drawing on students' prior knowledge therefore improves their learning.

**Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.**

Establishing new knowledge and skill in long-term memory requires active engagement and multiple opportunities to engage with them, practise them, and connect them to existing knowledge structures. When knowledge is well organised in long-term memory, students are more likely to be able to build on it and apply it in novel ways. If knowledge is not well established in long-term memory, students' working memory is likely to be overloaded when they attempt to build on or apply it. This cognitive overload can cause confusion, anxiety, and disengagement.

**Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.**

Social and emotional wellbeing reduces anxiety, which frees cognitive capacity to learn new knowledge and skills, leading to deeper, more durable learning. Conversely, anxiety and negative emotions inhibit students' ability to learn. The factors that impact positively or negatively on social and emotional wellbeing vary between students. The influence of these factors is dynamic – it fluctuates over time, even during the course of a single day.

**Motivation is critical for wellbeing and engagement in learning.**

Motivation develops when students feel that three basic needs are met: autonomy – developing increasing self-direction in learning; competence – experiencing success in learning and seeing oneself as a successful learner; social connection – belonging and contributing to a group from which one learns. Success in learning helps to build motivation.

# The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

The design of this framework encompasses seven curriculum components. Te Mātaiaho as a whole weaves together these components, all of which begin with the word 'mātai', meaning to observe, examine, and deliberately consider.

## Mātaiahikā | Relationships with tangata whenua and local community

Learning through relationships with tangata whenua and local communities

*Mātai kōrero ahiahi. | Keep the hearth occupied, maintain the stories by firelight.*

Poutama curves represent relationships with tangata whenua and the community.

## Mātaiaho | National curriculum – contextualised

The process by which schools bring the national curriculum to life through local, national, and global contexts

*Mātai oho, mātai ara, whītiki, whakatika. | Awaken, arise, and prepare for action.*

Unaunahi scales represent wealth of knowledge, purpose, and know-how.

## Mātaiaho | Learning areas

The eight learning areas, which each include a purpose, big ideas, knowledge, and practices, year-by-year

*Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.*

Taratara-a-kae niho notches represent diversity, resilience, and mana.

› Mathematics and statistics years 0-8

## Mātairangi | The guiding kaupapa

The overarching kaupapa guiding the curriculum, based on the science of learning and ensuring excellent and equitable outcomes for students

*Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.*

The outer rings represent our guiding kaupapa.

## Mātainuku | Creating a foundation

The curriculum principles (e.g., holding high expectations, and enabling all students to access the full scope of the curriculum)

*Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learning.*

The centre rings represent the foundation and calls to action.

## Mātaitipu | Vision of young people

The educational vision of young people, as conceived by young people

*Mātaitipu hei papa whenuakura. | Grow and nourish a thriving community.*

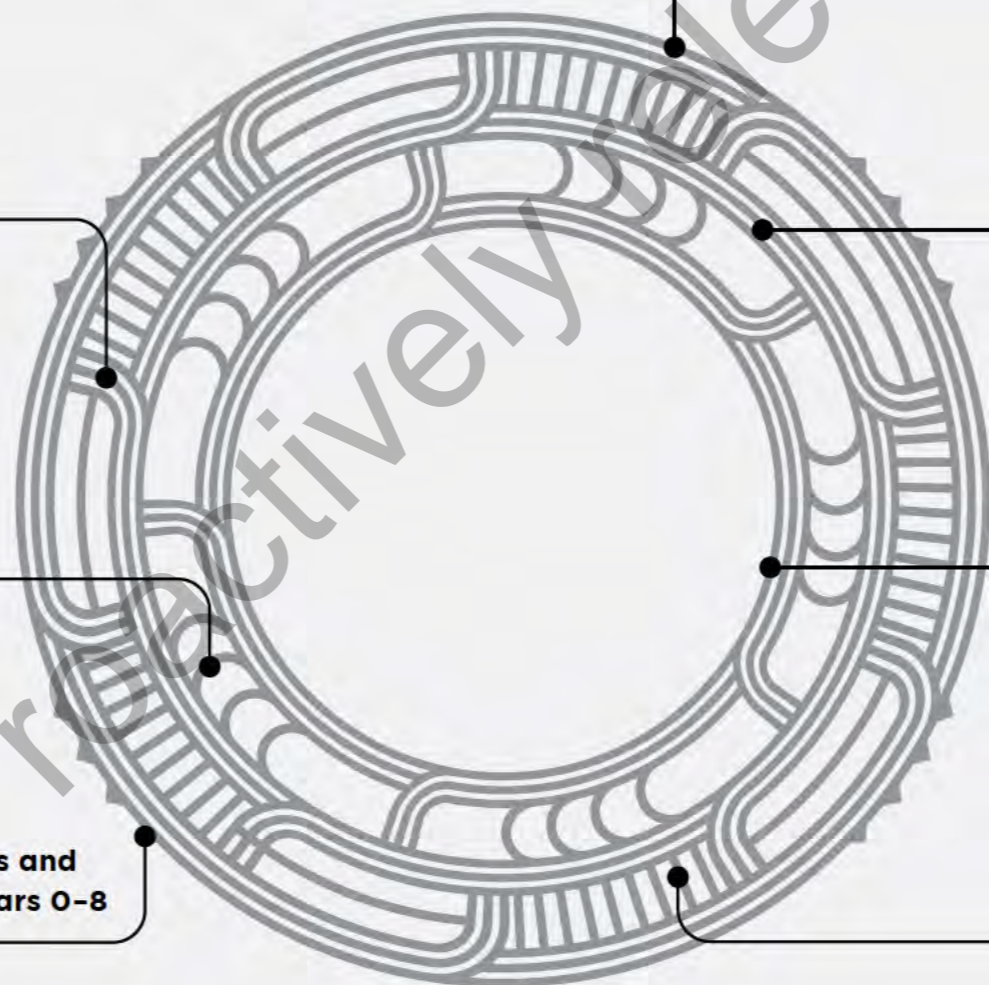
The inner rings and circular space represent the vision and students at the centre.

## Mātairea | Supporting progress

The whole schooling pathway and the overarching focus for year-by-year learning and progress

*Mātai ka rea, ka pihi hei mähuri. | Build and support progress.*

Niho kurī lines represent building and supporting the development of students.



## Learning areas

The curriculum has eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. Together they provide the basis for a broad, general education for the first four phases of learning (years 0–10) and collectively lay a foundation for specialisation in phase 5 (years 11–13).

Each learning area is knowledge-rich. This knowledge has been carefully chosen to support all students in their schooling pathway and is framed using Understand, Know, and Do:

- › **Understand** – the deep and enduring big ideas and themes that students develop understanding of over the phases
- › **Know** – the meaningful and important content, concepts, and topics at each phase that enrich students' understanding of the big ideas and themes and that students study using the practices
- › **Do** – the practices (skills, strategies, and processes) that bring rigour to learning and support the development of the key competencies.

A **progression model** provides the structure that sequences the knowledge. It supports all students to develop greater:

- › breadth and depth of knowledge and understanding, through engaging with increasingly complex and ambiguous contexts
- › refinement and sophistication in their use of competencies, practices, strategies, processes, and skills
- › ability to connect, transfer, and apply new learning in meaningful contexts
- › knowledge and awareness of themselves as learners
- › effectiveness when working with others.

## Content of the learning areas

Knowledge and progression are reflected in how the learning areas are organised. Each learning area has the following main sections:

### Purpose statement and UKD overview

A purpose statement describes the learning area's contribution to the lives of students. It is followed by an overview of Understand, Know, and Do. This gives a view of the big ideas, themes, concepts, topics, and practices that underpin the learning area.

Teachers use the purpose statement and UKD overview to develop an understanding of the learning area, so that they can share its benefits with students.

### Learning area structure

For each learning area, this section outlines its structure and the changes it undergoes over five phases of learning, particularly in the final phase, where students specialise and choose from a range of subjects.

There are five phases of learning, spanning years 0–13. Each phase covers two to three years of schooling, which reflects how most schools organise learning across year levels.

A **critical focus** for each phase establishes a sustained, strengths-based, focus on the student and their social, emotional, and cognitive learning at this stage of their schooling journey. Each critical focus builds on the phase before and is reflected in the content of the learning area for the phase.

The critical focuses are:

- › **Phase 1** (years 0–3): Thriving in environments rich in literacy and maths
- › **Phase 2** (years 4–6): Expanding horizons of knowledge, and collaboration
- › **Phase 3** (years 7–8): Seeing ourselves in the wider world and advocating with and for others
- › **Phase 4** (years 9–10): Having a purpose and being empathetic and resilient
- › **Phase 5** (years 11–13): Navigating pathways and developing agency to help shape the future.

Teachers use the critical focus of each phase in their selection and design of topics and activities.

## Teaching guidance

Each learning area also draws from the science of learning and wider education theory to provide a knowledge base and guidance for teachers. Teachers use this to help them make purposeful decisions about how to teach the learning area's content in ways that are inclusive of all students.

The guidance is organised under three headings:

- › Designing a comprehensive teaching and learning programme
- › Using assessment to inform teaching
- › Planning.

## Progress outcomes

In each learning area, there is one comprehensive progress outcome for each phase.

The progress outcomes act as signposts that describe expectations for what students should sufficiently understand, know, and be able to do at key points in the schooling pathway.

The content of each progress outcome is organised using the Understand-Know-Do framework. While the Understand statements repeat across the five phases, students' depth of understanding increases as their knowledge of the learning area's content (Know) grows and their use of the practices (Do) develops.

When read alongside the progress outcomes for prior and subsequent phases, the progress outcome for a phase helps teachers maintain an overview of the learning they are building on and the learning they are preparing students for. Progress outcomes are therefore key for planning, along with the more detailed teaching sequences (described below).

Teachers also use the progress outcomes to help them form a comprehensive view of each student's progress, achievement, learning needs, and strengths. Schools can use information from twice-yearly, standardised assessment tools to help develop this view, which can also be used to report to parents.

In forming a view of progress and achievement, teachers should ask themselves:

- › **Are students using learning from the progress outcome of the previous phase to make sense of new learning in the current phase?** This demonstrates how well they can connect new learning to what they already know. It generally occurs in the first year of a phase.
- › **Are students consolidating the learning expressed in the progress outcome in a wide range of contexts?** This demonstrates how well and confidently they are using their new learning. This generally occurs in the second year of the phase.
- › **Are students secure in the learning described in the progress outcome within an increasingly complex range of contexts?** Are they showing greater depth of knowledge, understanding, and application as they use their new learning and prepare for the challenges of the next phase? This generally occurs towards the end of the final year of the phase.
- › **Are there gaps in learning that are going to restrict students' ability to make progress in the next phase of their learning?** This is a question teachers should ask across all years of the phase, drawing on the section *Using assessment to inform teaching* (page 23) to consider how to adapt their practices to meet students' learning needs.

Leaders must have a mechanism and strategies for prioritising and closely monitoring urgent action, when required, to support classroom teaching. Where teaching needs to be targeted and intensified to meet specific needs for finite periods, leaders draw on a breadth of available supports, as required.

## Teaching sequences

Each phase has a year-by-year teaching sequence. These sequences support teachers to know what to teach and when and how to teach it as students work towards the progress outcome for the phase. They have been organised to support students to revisit ideas, knowledge, and practices in ways that deepen their learning and enable them to use it at the next phase.

There are two parts in a teaching sequence: statements of **what** to teach, and 'teaching considerations' for **how** to teach:

- › the 'what to teach' statements are preceded by the stem 'Informed by prior learning ...', which reminds teachers to use their professional judgment and assessment information when selecting what content to teach
- › the teaching considerations help teachers to know 'how to teach' this content in response to students' prior knowledge, strengths, and experiences.

The teaching sequence tables should be viewed both vertically and horizontally. Looking down the columns helps teachers know what to plan for in a year's programme. Looking across the rows at the statements for the same concept in the preceding and following years helps teachers to recognise prior learning that students may come with and to consider how they might extend this year's learning. It also helps teachers to form a more detailed view of their students' progress, and it is a strong support when planning for mixed-level classes.

The approach of the year-by-year teaching sequences changes in phase 5, as the content becomes more discipline-focused.

Te Mātaiaho

# The New Zealand Curriculum

## MATHEMATICS AND STATISTICS YEARS 0–8

### Board requirements

Schools and kura must give effect to the learning area *Mathematics and statistics Years 0–8*.

*Mathematics and Statistics Years 0–8* is published by the Minister of Education under section 90(1) of the Education and Training Act 2020 (the Act) as a foundation curriculum policy statement and a national curriculum statement. These are the statements of official policy in relation to the teaching of mathematics and statistics that give direction to each school's curriculum and assessment responsibilities (section 127 of the Act), teaching and learning programmes (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations). School boards must ensure that they and their principal and staff give effect to these statements.

The sections of *Mathematics and Statistics Years 0–8* that are published as a national curriculum statement are the Understand-Know-Do (UKD) progress outcomes for each phase (pages 27–29, 55–57, and 83–85). These set out what students are expected to learn over their time at school, including the desirable levels of knowledge, understanding, and skill to be achieved in mathematics and statistics.

The rest is published as a foundation curriculum policy statement. This sets out expectations for teaching, learning, and assessment that underpin the national curriculum statement and give direction for effective mathematics and statistics (or maths, including numeracy) teaching and learning programmes.

The statements come into effect on **1 January 2025**. They replace curriculum levels 1–4 of the existing mathematics and statistics national curriculum statement (learning area). The remainder of the existing mathematics and statistics national curriculum statement remains in force. Apart from those for *English Years 0–6*, other existing foundation curriculum policy statements and national curriculum statements for the New Zealand Curriculum remain in place.

Schools should choose the appropriate mathematics and statistics statements for their students' needs. This means that intermediate and secondary schools may choose to make use of the new statements for some students if they are currently working below curriculum level 5, or that primary and intermediate schools may choose to make use of the existing statements for some students if they are already working above phase 3.

### Reading, writing, and maths teaching time requirements

The teaching and learning of reading, writing,<sup>1</sup> and maths<sup>2</sup> is a priority for all schools. So that all students are getting sufficient teaching and learning time for reading, writing, and maths, each school board with students in years 0–8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables to provide:

- › 10 hours per week of teaching and learning focused on supporting students' progress and achievement in reading and writing, and recognising the important contribution oral language development makes, particularly in the early phases of learning
- › 5 hours per week of teaching and learning focused on supporting students' progress and achievement in maths.

Where reading, writing, and/or maths teaching and learning time is occurring within the context of national curriculum statements other than English or mathematics and statistics, the progression of students' reading, writing, and/or maths dispositions, knowledge, and skills at the appropriate level must be explicitly and intentionally planned for and attended to.

<sup>1</sup> While the terms reading and writing are used, these expectations are inclusive of alternative methods of communication, including New Zealand Sign Language, augmentative and alternative communication (AAC), and Braille.

<sup>2</sup> For simplicity, 'maths' is used as an all-encompassing term to refer to the grouping of subject matter, dispositions, skills, competencies, and understandings that encompasses all aspects of numeracy, mathematics, and statistics.

## Purpose statement

*Ānō me he whare pūngāwerewere.  
Behold, it is like the web of a spider.*

This whakataukī celebrates intricacy, complexity, interconnectedness, and strength. The learning area of mathematics and statistics weaves together the effort and creativity of many cultures that over time have used mathematical and statistical ideas to understand their world.

In the mathematics and statistics learning area, students learn about and appreciate the power of symbolic representation, reasoning, and abstraction. They learn to investigate, interpret, and explain patterns and relationships in quantity, space, time, data, and uncertainty. As they achieve deep conceptual understanding and procedural fluency in the learning area, students can accurately and efficiently use mathematics and statistics as a foundation for new learning and to solve problems.

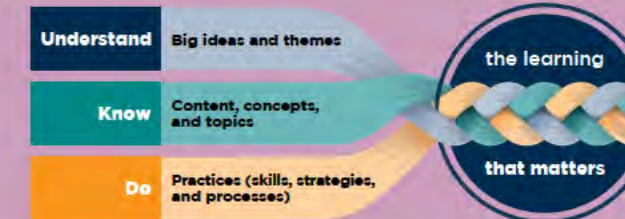
Students engage with mathematics and statistics through the exploration of problems, patterns, and trends and appreciate the everyday value of this learning in many areas of their lives, such as personal finance, health, dance, and design. Every student in New Zealand can engage in mathematics and statistics and discover personal enjoyment and curiosity in their learning.

Throughout their learning, students engage with diverse perspectives as they apply their mathematical and statistical understandings. They also learn that mathematics and statistics has an evolving history; many cultures have contributed to, and continue to contribute to, innovations that shape our current thinking.

As they move through the phases of the learning area, students come to understand the value of mathematical and statistical investigation as a lens for collective local, national, and global challenges. Mathematics and statistics allow us to engage with important societal matters, such as the robust and ethical gathering, interpretation, and communication of data, and the use of valid and reliable data to challenge misinformation and disinformation.

Learning in mathematics and statistics builds literacy by developing students' skills in oral and written communication, reasoning, and comprehension. The learning area opens pathways into a wide range of industries that rely on mathematical and statistical knowledge and reasoning. Learning how to use this knowledge purposefully and flexibly allows students to participate fully in an increasingly technology- and information-rich world of work.

## Understand-Know-Do Overview



### Understand

Understand describes the deep and enduring mathematical and statistical big ideas that students develop over phases 1–5.

#### Patterns and variation | Ngā ia auau me ngā rerekētanga

The world is full of patterns and is defined by a multitude of relationships in which change and variation occur. Mathematics and statistics provide structures that are useful for noticing, exploring, and describing different types of patterns and relationships, enabling us to generate insights or make conjectures.

#### Logic and reasoning | Te whakaaro arorau me te whakaaroaro

By engaging with mathematical concepts, we develop logical reasoning and critical thinking skills that enable us to evaluate information, question assumptions, and present arguments with clarity. Statistical reasoning from observation and theory allows us to differentiate what is probable from what is possible and to draw reliable conclusions about what is reasonable.

#### Visualisation and application | Te whakakite me te whakatinana

The visualisation of mathematical and statistical ideas profoundly influences how we perceive, understand, and interact with abstract concepts. Application in mathematics and statistics involves creating structures and processes that help us understand complex situations, enabling better decision making and communication of ideas.

## Know

Know describes the meaningful and important mathematical and statistical concepts and procedures through which students develop understanding of the big ideas.

### Number | Mātauranga tau

*Number* focuses on the study of numerical concepts. People use numbers to represent quantities, estimate, and measure. We perform operations on numbers to calculate or compare. Throughout history, different number systems have been developed, reflecting practical and social needs.

### Algebra | Taurangi

*Algebra* focuses on making and using generalisations to reason mathematically. It allows us to identify patterns and underlying mathematical relationships. These generalisations, patterns, and relationships can be represented and communicated using diagrams, graphs, and symbols (including variables). The algebra we use today was created and refined over thousands of years.

### Measurement | Ine

*Measurement* focuses on the concepts and techniques that allow us to quantify phenomena, using appropriate units and systems of measurement. Countries around the world use both standard and non-standard units to measure tangible and intangible objects and quantities.

### Geometry | Āhuahanga

*Geometry* focuses on visualising, representing, and reasoning about the shape, position, orientation, and transformation of objects. Many cultures use tools and techniques derived from the natural world when exploring and describing objects and space.

### Statistics | Tauanga

*Statistics* focuses on tools, concepts, and systematic processes for interpreting situations, using data and its context to understand uncertainty, make conjectures, and inform decision making. Statistical practices include considering the ethics of data collection and the responsibility of safely and securely handling data in different contexts.

### Probability | Tūponotanga

*Probability* focuses on tools and concepts for quantifying chance, dealing with expectation, and using evidence to identify how likely events are to occur. People around the world have relied on and continue to rely on probabilistic thinking when making decisions.

## Do

Do describes the processes that are fundamental to all mathematical and statistical activities and that underpin students' learning of the big ideas, concepts, and procedures.

### Investigating situations | Te tūhura pūāhua

When we investigate situations using mathematics and statistics, we describe and explore them to build our understanding of them. When investigating, we need to decide which approaches, concepts, and tools to use and how to use them. We often begin with a question or focus of interest and proceed in systematic but flexible ways, using mathematical and statistical concepts and procedures to solve problems and make sense of findings in context. We conclude by evaluating the investigation, which involves reflecting on the solutions and outcomes and our approaches and choices to determine whether they were reasonable, made sense in context, and could be improved on in future investigations.

### Representing situations | Te whakaata pūāhua

When we represent situations mathematically and statistically, we use words or symbols and mental, oral, physical, digital, graphical, or diagrammatic ways to show concepts and findings. We can use representations to compare, explore, simplify, illustrate, prove, and justify, as well as to look for patterns, variations, and trends. Representing a situation in multiple ways enables a deeper and more flexible understanding and allows us to communicate with different audiences.

### Connecting situations | Te tūhono pūāhua

When we connect situations using mathematics and statistics, we recognise and make links by noticing similarities and differences. Connecting helps us to understand the relationships between concepts and procedures in mathematics and statistics. This is important because number, algebra, measurement, geometry, statistics, and probability form a web of interconnected ideas and approaches that can be easier to remember and understand if the connections between them are clear. Connecting also involves linking mathematics and statistics to other learning areas and to a range of contexts.

### Generalising findings | Te whakatauwānui i ngā kitenga

When we generalise mathematical and statistical findings, we move from specific examples to general principles. We use the patterns, regularities, and structures that we find to make conjectures that might apply to other situations. Further investigation can test and refine these conjectures and determine if they apply in all cases. In statistics, we generalise by using trends and variation in data to make inferences and conjectures and to articulate and evaluate claims about similar situations.

### Explaining and justifying findings | Te whakamārama me te parahau i ngā kitenga

When we explain and justify, we use mathematical and statistical ways of communicating and reasoning to share our ideas and to respond to the ideas, reasoning, and inferences of others. Explaining is how we communicate our inferences and conjectures, build arguments, and unpack stories from data. Justifying involves describing why decisions and findings are reasonable, taking into account limitations arising from assumptions and choices and the evidence on which findings are based.

# Mathematics and statistics learning area structure

This section describes the structure of the mathematics and statistics learning area and how it changes over the five phases of learning. (See [pages 9-11](#) for the general structure of each learning area in the New Zealand curriculum.)

Each phase has:

- › a progress outcome describing what students understand, know, and can do by the end of the phase
- › an introduction to the teaching sequence highlighting how to teach during this particular phase
- › a year-by-year teaching sequence highlighting what to teach in the phase, along with teaching considerations for particular aspects of content.

## Progress outcomes

The progress outcomes (one per phase) describe what students will understand, know, and be able to do by the end of the phase.

- › **Understand** describes the big ideas that students develop from learning mathematics and statistics over phases 1 to 5. They help connect school mathematics and statistics with the wider world and represent the critical big-picture concepts of mathematics and statistics.
- › **Know** describes the meaningful and important concepts and procedures in mathematics and statistics. They are broken down into six strands: number, algebra, measurement, geometry, statistics, and probability.
- › **Do** describes the processes students use to represent and work with what they know and understand in mathematics and statistics. These processes are central to how students learn and apply mathematical and statistical knowledge. While there are small progressions in the processes from phase to phase, in general the increasing sophistication of their use comes from applying them to more advanced concepts and procedures.

It is through the interweaving of Understand, Know, and Do that students develop their conceptual understandings and procedural fluency, supporting success and bringing richness and meaning to mathematics and statistics for them.



As students progress through the phases, the focus of their learning shifts. In phase 1, the focus is on developing foundational skills across all strands. In phases 2 and 3, students expand their range of representations and their reasoning to work with increasingly complex concepts across all strands.

This change in focus is seen in how the Understand, Know, and Do progress outcomes are reflected in the year-by-year teaching sequences. The descriptors of what to teach each year have the stem 'Informed by prior learning ...' in order to reinforce that teachers will use their professional judgment about what content to teach and how to teach it. They will make these judgments in response to the prior knowledge, strengths, and experiences that students bring to their learning.

## Teaching sequences

The year-by-year teaching sequences are organised in line with the strands from Know. They describe the incremental teaching required each year as students work towards the progress outcome.

Some statements in the teaching sequences are repeated across multiple years, allowing more time for progression and consolidation. Not all statements are progressed each year; some topics start and others end, reflecting what is developmentally appropriate in learning in mathematics and statistics.

Each statement in a sequence varies in the amount of teaching time it requires. The learning area is designed to enable knowledge and procedures to be connected and taught together, so individual statements in a year sequence should be combined in ways that enhance learning.

The year-by-year content can be viewed both vertically and horizontally. The vertical view helps teachers know what to plan for the next year. The horizontal view allows teachers to follow the statements for one concept across several stages. This helps them understand the prior knowledge students may bring to their learning and helps them decide how to extend this learning. The horizontal view also helps teachers plan for mixed-level classes.

The teaching sequence statements are supported by 'teaching considerations'. These describe evidence-based practices and show how teachers can integrate the processes of Do to help their students develop conceptual and procedural knowledge.

## Teaching guidance

Key characteristics of how people learn have informed the development of the mathematics and statistics learning area. These characteristics are:

- › We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.
- › A new idea or concept is always interpreted through, and learned in association with, existing knowledge.
- › Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.
- › Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.
- › Motivation is critical for wellbeing and engagement in learning.<sup>1</sup>

All five characteristics are interconnected in a dynamic way. They are always only pieces of the whole, so it is critical to consider them all together. The dynamic and individual nature of learning explains why we see individual learners develop along different paths and at different rates.

The implications of these characteristics for teaching mathematics and statistics are described in this section, with more detail in the introduction to each phase and the 'teaching considerations' in the year-by-year teaching sequences.

The remainder of this section focuses on three key areas of teacher decision making:

- › developing a comprehensive teaching and learning programme
- › using assessment to inform teaching
- › planning.

## Developing a comprehensive teaching and learning programme

A comprehensive mathematics and statistics programme needs the following components:

- › explicit teaching
- › positive relationships with mathematics and statistics
- › rich tasks
- › communication in mathematics and statistics.

### Explicit teaching

Explicit teaching is a structured, carefully sequenced approach to teaching. The sequencing of content is thought out and broken down into manageable steps, each of which is clearly and concisely explained and modelled by the teacher. Explicit teaching requires a high level of teacher-student interaction, guided student practice, and, when proficiency is achieved, independent practice.

Explicit teaching supports cumulative learning as new knowledge is built on what students already know. Teachers provide multiple opportunities for practising, reviewing, consolidating, and using previous learning alongside new learning.

Explicit teaching takes account of cognitive overload. With sufficient practice, new learning is transferred to long-term memory. This frees up working memory, opening up opportunities for extension, enrichment, and new learning.

Explicit teaching is strongly interactive – it is not simply teacher talk. It includes rich discussions between teachers and students and amongst students, to check on understanding. Teachers adapt the pace of their teaching in response to students' progress. They engage students in creative and challenging tasks to foster motivation and engagement.

Using materials and visual representations throughout explicit teaching supports students to develop conceptual understandings as they move towards more abstract forms of representation, such as equations. Teachers can reduce students' cognitive load by carefully considering the ways in which visual and written information are presented (e.g., how working and explanations are laid out) and by removing unnecessary information to focus on the key teaching and learning points.

Explicit teaching involves:

- › connecting the current focus to previous learning
- › providing concise, step-by-step explanations, accompanied by student input and discussion
- › explaining, modelling, and demonstrating
- › regularly checking for understanding and providing feedback
- › providing opportunities for collaborative and independent practice.

<sup>1</sup> A description of each characteristic is found on [page 5](#).

## Positive relationships with mathematics and statistics

Learning is enhanced when students succeed in and feel positive about their learning. If students feel anxious, they have fewer cognitive resources available for learning.

Positive relationships with mathematics and statistics are supported by teachers through:

- › setting high expectations
- › planning experiences that are accessible to every student and provide daily opportunities for success
- › incorporating students' interests, cultures, and prior knowledge
- › planning opportunities for students to explore and think critically
- › supporting students to use mathematics and statistics to make sense of their world and address local, national, and global issues
- › providing manageable challenges that encourage students to develop perseverance, reinforcing that conceptual understanding and procedural fluency develop with consistent effort
- › increasing scaffolding and supports in response to anxiety as a result of cognitive overload
- › valuing mistakes as an important part of the learning process.

Involving families in students' learning journeys and offering opportunities for collaboration support positive relationships with mathematics and statistics. Teachers also model such relationships by showing curiosity, persistence, and enjoyment, and by engaging in mathematics and statistics themselves.

## Rich tasks

Rich tasks are meaningful problem-solving and investigation experiences, designed to invoke curiosity and engagement. They should relate both to mathematical contexts and wider contexts relevant to the communities, cultures, interests, and aspirations of students.

Rich tasks provide a motivational hook when exploring new concepts and procedures. They can also be used to consolidate concepts and procedures that have already been taught, to develop the mathematical and statistical processes of Do, and to facilitate the transfer and application of learning to new situations. These experiences often allow students to decide how to approach the task, developing their agency, confidence, and motivation.

Teachers design rich tasks that are accessible to all students and offer different levels of challenge. They ensure that students are clear about the purpose of learning, and they consider the core requirements of the task as well as the range of possible responses. As students work on rich tasks, teachers plan opportunities for discussion, collaboration, and feedback. They are actively involved in monitoring, prompting, and questioning during the task, to encourage students to ask questions, test conjectures, make generalisations, and form connections.

## Communication in mathematics and statistics

Students communicate throughout the learning process, both to develop conceptual understanding and to share their thinking and reasoning. Rich, extended interactions are pivotal to students' development of knowledge, processes, and dispositions in mathematics and statistics. Effective discussions build knowledge through sharing, active listening or attending, critiquing, questioning, and extending thinking and reasoning.

Rich interactions make students' reasoning visible. This helps teachers recognise how well students are developing mathematical and statistical processes and concepts, and it provides opportunities for teachers to identify misconceptions and correct them. These interactions also allow teachers to develop students' use of mathematical and statistical language, vocabulary, symbols, representations, and reasoning.

## Using assessment to inform teaching

Assessment that informs decisions about adapting teaching practice is moment-by-moment and ongoing. Teachers use observation, conversations, and low-stakes testing to continuously monitor students' progress in relation to their year level in the teaching sequence. They ensure that they notice and recognise the development, consolidation, and use of learning-area knowledge by students within daily lessons, and that they provide timely feedback. They respond by adapting their practice accordingly. For example, they reduce or increase scaffolding and supports, paying particular attention to anxiety caused by cognitive overload. Formative assessment information can also be collected through self and peer assessment, with students reflecting on goals and identifying next steps.

In addition to daily monitoring, teachers use purposefully designed, formative assessment tasks at different points throughout a unit or topic to highlight the concepts and reasoning students use and understand. Teachers ensure such tasks are valid by addressing barriers to learning, so that every student is able to demonstrate what they know and can do.

When planning next steps for teaching and learning, teachers consider students' strengths and responses along with potential opportunities for further consolidation. Next steps could include:

- › designing scaffolds to support students to access and enrich their learning
- › providing opportunities for students to apply new learning
- › planning lessons focused on revisiting, reteaching, or consolidating learning.

Providing timely feedback throughout the learning process and identifying and addressing misconceptions as they arise lead to the efficient and accurate development of learning-area concepts and promote further learning. Teachers can use feedback to prompt students to recall previous learning, make connections, and extend their understanding.

## Planning

This section provides guidance on what to pay attention to when planning mathematics and statistics teaching and learning programmes. In every classroom, there are many ways in which students engage in learning and show what they know and can do. Using assessment information and designing inclusive experiences, teachers plan an 'entry point' to a new concept or procedure that every student can access. Students' interests and the school culture and community shape the planning, adding richness, creativity, and meaning to the programme.

Teaching and learning plans are developed for each year, topic or unit, week, and lesson and make optimal use of instructional time. The following considerations are critical when planning and designing learning:

- › Develop plans using the teaching sequence statements for the year and knowledge of students' prior learning. Plan for all students to experience all the statements in the sequence for their year level.
- › Map out a year-long programme composed of 'units' by looking for opportunities where statements from the teaching sequence can be taught together. These may be in the same strand or across several strands (e.g., statistics and measurement; algebra and geometry). Plan to weave together learning under Know and Do across the unit to build understanding of the big ideas.

- › Order the units so that new learning builds on students' previous learning and connects over the course of the year. Consider the length of time allocated to specific strands and concepts across the year – some concepts may require more teaching time than others. Ensure the year's programme includes opportunities to retrieve, consolidate, and extend learning around previously taught concepts and processes. Regular opportunities to revisit learning within and across units and years supports students to develop procedural fluency with mathematics and statistics concepts. The shape of these opportunities will vary, depending on students' learning needs.
- › Within unit or weekly plans, break down new concepts and procedures into a series of manageable learning experiences, so that students have several opportunities to develop understanding and fluency. Teach mathematics and statistics for an hour a day. Plan for a balance of explicit teaching (to introduce and reinforce learning) and rich tasks (to investigate a concept, support consolidation of previously taught concepts or procedures, and apply learning to new situations).

- › Plan for inclusive teaching and learning at all times. Consider offering multiple methods of participating to all students so that they can engage in a variety of learning experiences and have multiple ways to show their progress. Design for equitable access in all learning opportunities. Identify and reduce barriers to learning, and plan universal supports that are available to all students.
- › Use flexible groups within a lesson, based on the learning purpose for the lesson (e.g., working as a whole class for demonstration and discussion, in smaller groups to investigate a situation or solve a problem, in pairs to explain thinking and findings). Provide opportunities for both individual and collaborative work, and enable students to determine when they need to work with others and when they need time and space to work independently.
- › Teach students to use digital tools accurately, appropriately, and efficiently to support their purpose. Enhance teaching and learning with tools for calculating, representing graphs and shapes, and analysing data. While using digital technology is an important skill, students still need the ability to estimate, visualise, and reason, so that they can evaluate whether findings generated by a digital tool are reasonable and effective.

To support students who have not developed the prior knowledge needed for teaching sequence statements for their year or have not learnt everything they have been explicitly taught, teachers can use accelerative approaches. These are approaches that make year-level concepts and procedures accessible to students. They can include additional, targeted small-group teaching, the use of verbal and visual prompts, carefully chosen representations, and explicit teaching of problem-solving strategies.

Teachers can extend students who have developed deep conceptual understanding and procedural fluency for their year by using more challenging rich tasks and problem solving that allow the students to apply their understanding to unfamiliar situations. This also encourages the students to develop further generalisations and to strengthen their mathematical and statistical communication and reasoning.

### Dedicated mathematics and statistics lessons

Depending on the purpose of the lesson, plan to include one or more experiences in each part (Getting started, Working, and Connecting and reflecting). As students are working, take time to notice, recognise, and respond to their learning.

<b>Getting started</b>	<ul style="list-style-type: none"> <li>› Recall and connect to prior learning to provide a starting point for all students to access and understand new concepts or processes.</li> <li>› Introduce new concepts using a focus activity, group challenge, or task that activates prior knowledge and interests.</li> </ul>
<b>Working</b>	<ul style="list-style-type: none"> <li>› Provide whole-class, small-group, paired, or individual work opportunities for students to develop or apply concepts and procedures through investigations, tasks, or games.</li> <li>› Explicitly teach concepts and procedures by leading interactions that include explanations, demonstrations, questioning, short tasks, and discussion. Use clear and concise language, including correct mathematical and statistical vocabulary, and clear working layouts and notation.</li> <li>› Provide additional explicit teaching based on the learning needs of individual students.</li> <li>› Help students organise new knowledge in ways that connect with their prior learning – for example, by discussing connections, using graphic organisers, or carefully ordering concepts and procedures in relation to prior learning.</li> <li>› Support consolidation of knowledge with targeted practice and activities. For students early in the process of consolidation, these activities should be scaffolded and guided. As students develop understanding and fluency, they complete the activities with increasing independence.</li> <li>› Support students to retrieve and use previously taught concepts and procedures in connected ways, such as applying them while investigating situations.</li> </ul>
<b>Connecting and reflecting</b>	<ul style="list-style-type: none"> <li>› Clearly summarise and connect to the purpose of the lesson.</li> <li>› Review learning by discussing, sharing, and analysing the experiences of the lesson.</li> <li>› Make connections with prior learning, between mathematics and statistics concepts, with other learning areas, and with situations outside of the classroom.</li> <li>› Pre-teach to prepare students for the next lesson.</li> <li>› Highlight progress and examples of curiosity, resilience, and persevering through challenge.</li> </ul>

Phase

1

Years 0-3

## Progress outcome by the end of year 3 (Foundation)

*Thriving in environments rich in literacy and maths*

*Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau*

The critical focus of phase 1 is for all students to thrive in environments rich in literacy and maths. In mathematics and statistics, students learn to use logic and reasoning to investigate, classify, and describe patterns and variations in quantities, shapes, and data. They begin to generalise and to understand the properties of numbers and attributes of shapes. They use materials,

number lines, and pictures to visualise these concepts, make connections between representations, and explain their reasoning.

The phase 1 progress outcome describes the understanding, knowledge, and processes that students have multiple opportunities to develop over the phase.



The phase 1 progress outcome is found on the following two pages.

## Understand

As students build knowledge through their use of the mathematical and statistical processes, they begin to understand the following.

### Patterns and variation | Ngā ia auau me ngā rerekētanga

The world is full of patterns and is defined by a multitude of relationships in which change and variation occur. Mathematics and statistics provide structures that are useful for noticing, exploring, and describing different types of patterns and relationships, enabling us to generate insights or make conjectures.

### Logic and reasoning | Te whakaaro ararau me te whakaaroaro

By engaging with mathematical concepts, we develop logical reasoning and critical thinking skills that enable us to evaluate information, question assumptions, and present arguments with clarity. Statistical reasoning from observation and theory allows us to differentiate what is probable from what is possible and to draw reliable conclusions about what is reasonable.

### Visualisation and application | Te whakakite me te whakatinana

The visualisation of mathematical and statistical ideas profoundly influences how we perceive, understand, and interact with abstract concepts. Application in mathematics and statistics involves creating structures and processes that help us understand complex situations, enabling better decision making and communication of ideas.

## Know

### Number | Mātauranga tau

By the end of this phase, students know that our number system is base 10, with ten digit symbols. The place value of a digit in a number depends on its position; as we move to the left, each column is worth ten times more, with zero used as a placeholder. Students know that they can subitise (recognise without counting) patterns to support estimations and calculations. They know that numbers can be partitioned and recombined in different ways. Addition is putting parts together to find a total or whole. Subtraction takes parts away from a whole; it is also the difference between numbers. Multiplication and division involve recognising and working with equal groups and how many are in each group, the number of groups, and the total amount.

Students come to know that fractions are numbers that can be represented using words, pictures, or symbols. When fractions are represented symbolically, the bottom number (the denominator) shows how many pieces a whole has been equally split into, and the top number (the numerator) shows how many of those parts the fraction represents. Fractions show parts of a whole region, set of objects, or measurement.

### Algebra | Taurangi

By the end of this phase, students know that patterns are made up of elements, including numeric or spatial elements, in a sequence governed by a rule. Repeating patterns have a unit of repeat; growing patterns can increase or decrease. The equal sign is relational in that it shows that the two sides of an equation represent the same quantity. Students also know that an algorithm is a set of step-by-step instructions for completing a task or solving a problem.

### Measurement | Ine

By the end of this phase, students know that systems of measurement have a history and that different cultures use different approaches to measuring. Students know that they can measure and compare various attributes, such as length, area, volume, capacity, mass (weight), temperature, time, duration, and turn, using informal or standard units. When measuring, the measurement units must remain the same and there must be no gaps or overlaps between them. Students also know that the distance around the boundary of a two-dimensional shape gives perimeter, covering a surface gives area, and filling a three-dimensional shape gives capacity or volume.

### Geometry | Āhuahanga

By the end of this phase, students know that patterns in shapes can be used to compare, classify, and predict. Two- and three-dimensional shapes have features that can be observed and described using geometric language. Shapes and objects can flip (reflect), turn (rotate), slide (translate), and be used to create patterns. Objects can be rotated in space and may appear different from other perspectives. Students know that maps are two-dimensional representations of places in the world with symbols to show locations and landmarks. The position of a location can be described relative to another location, including a known environmental feature.

### Statistics | Tauanga

By the end of this phase, students know that data is information about the world, that it comes in many forms, and that it helps them to learn about people, their lives, and their environment. They know that a statistical enquiry cycle can be used to investigate a group, using questions that they ask of the data for the group. A variable refers to an attribute or measurement of the people or objects being studied, such as colour, height, or number of children. Sorting and organising the data for variables helps to make sense of data and to answer summary investigative questions. Data visualisations are representations of all available values for one or more variables that reveal relationships or tell a story.

### Probability | Tūponotanga

By the end of this phase, students know that a chance-based situation has a set of possible outcomes that can be arranged into events. The probability of an event is the chance of it occurring.

## Do

### Investigating situations | Te tūhura pūāhua

By the end of this phase, students can work with others to pose a question for investigation, find entry points for addressing the question, and plan an investigation pathway and follow it. They can identify relationships and relevant prior experience and knowledge to support the investigation. They can describe progress on the investigation pathway and work with others to make sense of outcomes or conclusions in the light of a given situation and context.

### Representing situations | Te whakaata pūāhua

By the end of this phase, students can use representations to explore, find, and illustrate patterns. They use representations to learn new ideas and explain ideas to others, and they use visualisation to mentally represent and manipulate groups and shapes. They select or create appropriate mental, oral, physical, or virtual representations.

### Connecting situations | Te tūhono pūāhua

By the end of this phase, students can suggest connections between concepts, ideas, approaches, and representations. They connect new ideas to things they already know. They also make connections with ideas in other learning areas and with familiar local contexts.

### Generalising findings | Te whakatauwānui i ngā kitenga

By the end of this phase, students can notice and explore patterns, structure, and regularity and make conjectures about them. They identify relationships, including similarities, differences, and new connections. They represent specific instances and look for when conjectures about them might be applied in another situation or always be true. They test conjectures, using reasoning and counterexamples to decide if they are true or not. They use words and pictures to express generalisations.

### Explaining and justifying findings | Te whakamārama me te parahau i ngā kitenga

By the end of this phase, students can make statements and give explanations about what they notice and wonder, and they make deductions based on prior knowledge. They ask questions to clarify and understand others' thinking and use evidence and reasoning to explain why they agree or disagree with statements. They develop collective understandings by sharing and building on ideas with others and can present basic explanations and arguments for an idea, solution, or process.

## Teaching sequence

*Thriving in environments rich in literacy and maths*

*Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau*

This section describes how the components of a comprehensive mathematics and statistics teaching and learning programme are used during the first phase of learning at school.

Throughout phase 1, students experience teaching that encourages curiosity and fosters success, as they explore environments and contexts rich in number and spatial elements. Active, hands-on experiences engage them in mathematics and statistics, with meaningful tasks that reflect their interests and the world outside the classroom.

Continuously monitor students' reasoning, questions, engagement, and use of representations, and respond quickly to address any misconceptions. Be mindful of providing manageable learning experiences, building on students' prior learning and leading to further challenge.

### Explicit teaching

- › Engage students in the mathematical and statistical processes of Do. Explicitly teach students to use them, and demonstrate them regularly as part of the teaching.
- › Teach connected concepts and procedures together. For example, when teaching time (within the measurement strand) connect with fractions (within number) and turns (within geometry). Point out connections within concepts (e.g., “If I know  $3 + 4$ , then I know  $4 + 3$ ”).
- › Demonstrate new concepts or procedures using clearly explained, manageable steps.
- › Think 'aloud'. Voice decision making (e.g., about which numbers or operations to use) while demonstrating a procedure or process.
- › Ensure that every student engages in the active recall of previous learning (e.g., through games, matching activities, “think, pair, share”). Prompt students to make connections between previous and new learning.
- › Plan ways for students to consolidate their mathematical and statistical learning and build procedural fluency. Use a range of guided and independent practice tasks, such as working on problems that use a procedure that has been demonstrated. Use songs, games, materials, families of facts, and digital tools to build fluency and for students to practise skip counting, addition, subtraction, multiplication, and division facts.

### Positive relationships with mathematics and statistics

- › Encourage students to 'have a go' and take risks. Reinforce the idea that mistakes help us learn as we try new procedures or share ideas.
- › Select highly interesting contexts based on knowledge of students' personal experiences and backgrounds. Encourage students to connect with mathematics and statistics outside school by bringing in photos, resources, books, and other artefacts from home that link to mathematics and statistics learning.

### Rich tasks

- › Use open-ended investigations with the whole class, groups, or individuals to support students to understand concepts and extend their learning. For example, plan investigations into local situations (e.g., “What should the new items on the lunch order menu cost?”) and into mathematical situations (e.g., the different ways of partitioning 24 into smaller groups).
- › Choose problems or investigations that help students notice structures and relationships (e.g., present and discuss 'odd-one-out' numbers or shapes).
- › Teach problem-solving and investigation strategies. Support students to read and make sense of a problem – through drawing, using materials, or trying some numbers – and to then plan how to solve it, take action to apply their plan, and check their findings.

### Communication in mathematics and statistics

- › Use numbers, materials, and pictorial representations (e.g., diagrams and pictures). Select representations that support the purpose of learning and help students to show their thinking and reasoning and to learn new ideas. Over the phase, move students towards using symbols and showing operations as equations. Number lines are a key representation in this phase for showing, ordering, and comparing numbers (including fractions) and for demonstrating operations.
- › Prompt students to visualise and identify patterns, connections, and structures. Engage them in tasks where they are sorting, grouping, partitioning, and discussing what they have noticed and are wondering about. Guide them to notice and respond to patterns, similarities, and differences.
- › Build students' mathematical and statistical vocabulary. Use games, songs, word walls, books, and digital tools. Intentionally use vocabulary to connect students' informal language with appropriate mathematical and statistical language. In doing so, draw on students' first and heritage languages, so that they can use their languages as a resource to connect their thinking and learning.
- › Foster interactions that allow students to discuss, clarify, and explain their mathematical and statistical ideas. Encourage students to summarise, ask questions, and make suggestions. Help them to recall and connect mathematical and statistical learning using questions, materials, and verbal or visual prompts.

## Number

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Number structure</b>	› subitise (recognise without counting) the number of objects in a collection of up to 5	› subitise (recognise without counting) the number of objects in a collection of up to 10, including by combining two patterns of 1–5 objects	› group objects in a collection of at least 10, subitise the number of objects in each part, and find the total number in the collection using the parts	› estimate the number of objects in a collection of less than 100, using patterns and groupings
	› count forwards or backwards from any whole number between 1 and 10, and then between 1 and 20	› count forwards or backwards in 1s, 2s, and 10s from any whole number between 1 and 20, and then between 1 and 100	› count forwards or backwards in 1s, 2s, 5s, and 10s from any whole number between 1 and 100	› count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000
	› identify, read, and write whole numbers up to at least 10	› identify, read, and write whole numbers up to at least 20, and represent them using the ten-and-ones structure of teen (11–19) and -ty (multiples of 10) numbers (e.g., $17 = 10 + 7$ , $20 = 2 \times 10$ )	› identify, read, and write whole numbers up to at least 100, and represent them using base 10 structure	› identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure
	› compare and order whole numbers up to at least 10 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words	› compare and order whole numbers up to at least 20 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words or numerals and suffixes	› compare and order whole numbers up to at least 100	› compare and order whole numbers up to at least 1,000

### Teaching considerations

Use a range of materials and images that **represent** structured and unstructured patterns and collections (e.g., dot patterns, 10s frames, dice, materials that can be grouped in 10 such as ice-block sticks).

Also use language that quantifies and compares pattern arrangements (e.g. more, less, the same, different, combine, separate).

**Connect** subitising to partitioning collections of objects (e.g., 6 and 2 on two dice are the same as 5 and 3 on two 10s frames).

Use a range of materials (e.g., number lines, 100s boards, number flip charts, 1,000s books, a Slavonic abacus, ice-block stick bundles).

In general, support students to practise counting (e.g., in 2s and 5s) in short sequences (e.g., at year 3, “Count in 1s from 895 to 904; count in 2s from 90 to 110”).

**Investigate** short patterns in multiples of 2s, 3s, 5s, and 10s, using rhymes, songs, choral counting, the grouping of discrete objects, the recording of patterns, and picture books.

Have students practise finding 1, 10, or 100 more or less for a given number. Use materials to support students to identify numbers and patterns (e.g., 100s boards, 1,000s books).

**Connect** to te reo Māori to support place-value (PV) understanding (e.g., tekau mā tahi (10 and 1), toru tekau mā rua (30 and 2)).

Have students practise saying, reading, and writing any given number within an identified number range. Use materials to support this (e.g., number flip boards, PV flip charts and houses).

**Explain** that base 10 structure is based on groups of ten (ten ones form one ten, ten tens form one hundred, ten hundreds form one thousand etc.) and that both the position and value of a digit indicate the quantity it represents (e.g., 64 has 6 tens and 4 ones,  $60 + 4 = 64$ ).

Have students **investigate** and **represent** the base 10 structure of numbers using a range of materials and digital tools (e.g., 100s boards, PV houses, PV blocks, ice-block sticks, arrow cards, number fans, words, numerals).

**Investigate** odd and even numbers and the patterns they notice.

**Connect** numerals, representations of them, and language (e.g., 652 represented with PV money: “652 = 600 + 50 + 2, 6 hundreds + 5 tens + 2 ones, six hundred and fifty two”).

Show the sequencing of numbers using a number line (select-numbered, marked, or empty). Change the number-line orientation from horizontal to vertical if students need support with the concepts of before and after.

**Explain** and use the language of comparison when demonstrating why one number is larger or smaller than another (e.g., “63 is larger than 36, as 6 tens is larger than 3 tens”).

Show how the position of digits in the PV structure helps us to order and compare two- and three-digit numbers.

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Number structure</b>	› partition up to 5 objects, and then up to 10 objects, using a systematic approach and noticing patterns	› partition and regroup up to 20 objects in different ways, using a systematic approach and noticing patterns	› partition and regroup whole numbers up to at least 100, using a systematic approach and noticing patterns (e.g., $10 + \_ = 70$ , $20 + \_ = 70$ , $30 + \_ = 70$ )	› partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., $400 + 300 = \_$ , $350 + \_ = 500$ )
<b>Operations</b>		› use estimation to predict results and to check the reasonableness of calculations	› use estimation to predict results and to check the reasonableness of calculations	› use estimation to predict results and to check the reasonableness of calculations
			› identify the nearest ten to any whole number up to 100	› round whole numbers up to 1,000 to the nearest hundred or ten
	› join and separate groups of up to a total of 10 objects by grouping and counting	› join and separate groups of up to a total of 20 objects and find the difference between groups by grouping and counting (e.g., $9 + 6$ , $7 + \_ = 11$ )	› add and subtract numbers up to 100 without renaming (e.g., $53 + 21$ , $55 - 32$ )	› add and subtract numbers up to at least 100 (e.g., $43 - 28$ , $37 + 18$ )
		› explore addition facts up to 10 and their corresponding subtraction facts (families of facts), including doubles and halves	› recall addition facts up to 10, and explore addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves	› recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves

### Teaching considerations

**Investigate** and **represent** the partitioning of numbers using appropriate materials for the year level – for example:

- › multilink cubes, bead strings, 10s frames, and counters, at 6 months and year 1
- › a Slavonic abacus, ice-block sticks, and PV money, at year 2
- › PV money and PV blocks, at year 3.

**Connect** students' subitising with pattern understanding (at 6 months and year 1) and known groupings and facts (at years 2–3).

**Explain** and discuss how to systematically record the partitioning of numbers (e.g., using partitioning diagrams, tables, vertically-listed equations).

**Explain** and spend time developing the concepts of:

- › estimation, using the language of 'about', 'more or less', and 'close to'
- › rounding, using 100s boards and number lines marked with the multiples of 10 or 100, progressing to unmarked number lines at year 3.

Have students **investigate** and **connect** practical estimation situations that involve quantities and measures (e.g., the number of balls in a box, the number of steps to the door, the length of a piece of string).

**Explain** and discuss addition and subtraction using **representations**, including:

- › discrete materials (counters, blocks, context items), 10s frames, and number lines (at 6 months and year 1)
- › bundles of sticks, number disks, and number lines (at year 2)
- › PV materials (PV money, blocks, and discs) and number lines (at year 3).

**Connect** symbols and equations with problems, using correct vocabulary (e.g., 'add', 'join', and 'plus' for addition). Have students practise decoding and solving word problems.

At year 3, **explain and connect** horizontal equations and the vertical-column method for addition and subtraction.

Demonstrate making estimates or mental calculations by **connecting** to place value, partitioning, and known facts.

Use a range of problem types (e.g., result, change, start-unknown).

Use worked examples and think-alouds to **explain** the most efficient approaches when solving problems.

Have students **investigate** and **generalise** adding 0 to or subtracting 0 from a number (at year 1) and applying the commutative property of addition (e.g.,  $5 + 4 = 4 + 5$ ).

Use materials to **investigate** addition and subtraction facts (e.g., counters, 10s frames, an abacus, multilink cubes), and use part-whole diagrams to develop subtraction facts and **connect** to addition facts.

**Explain** how to record equations and families of facts, **connecting** with the language for each operation.

Provide a range of tasks to consolidate learning and develop fluency (e.g., physical and digital games, using families of facts and, at year 3, table grids).

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Operations</b>			› identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	› recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s
		› multiply and divide using equal grouping or counting	› multiply and divide using equal grouping or skip counting (e.g., in 2s, 5s, and 10s)	› multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., $4 \times 6$ , $2 \times 23$ )
				› divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g., $24 \div 3$ , $32 \div 4$ )
<b>Rational numbers</b>		› identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole	› identify, read, write (using symbols and words), and represent halves, quarters, and eighths as fractions of sets and regions, using equal parts of the whole	› identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line
			› directly compare two fractions involving halves, quarters, and eighths	› compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent

### Teaching considerations

Use a range of materials to **represent** skip counting and multiplication and division facts (e.g., 100s boards, choral counting, games, number lines, a Slavonic abacus, families of facts, and, at year 3, table grids).

Provide a range of tasks to consolidate learning and develop fluency.

**Represent** multiplication and division problems using discrete materials, pictures, diagrams, symbols, number lines, words, equations, digital tools, and, at year 3, arrays, PV materials, and bar models.

Use correct mathematical language when discussing multiplication and division (e.g., multiply, groups of, sets of, rows of, equal groups, divide, share equally).

Have students practise decoding and solving word problems.

**Connect** with subitising and addition and subtraction concepts when demonstrating solving multiplication and division problems.

**Explain** and **represent** division as a sharing problem (e.g., “Share 12 marbles equally among 3 friends”) or a grouping problem (e.g., “You have 12 marbles. How many groups of 3 marbles can you make?”).

Use worked examples and think-alouds to **explain** the most efficient approaches when solving multiplication and division problems.

**Investigate** and **generalise** multiplying a number by 0 or 1, dividing a number by 1, dividing a number by itself, and why we cannot divide by 0 (e.g., by trying to solve  $0 \times \_ = 5$ ).

At year 3, **explain** and use the multiplicative identity (e.g.,  $5 \times 1 = 5$ ,  $4 \div 1 = 4$ ) and commutative property (e.g.,  $3 \times 4 = 4 \times 3$ ).

Demonstrate making estimates or mental calculations by **connecting** to place value, partitioning, and known facts.

**Represent** fractions using a range of materials – continuous (bar models, number lines), discrete (sets of objects), and digital.

**Explain** and reinforce that when fractions are represented symbolically:

- › the denominator is the bottom number and shows how many pieces a whole has been equally split into
- › the numerator is the top number and shows how many of those parts the fraction represents.

Have students practise saying, reading, and writing fractions in words and symbols.

**Explain** how to fold paper strips to create fractions of one whole. Label the parts using words and symbols, and use them to create a fraction wall for comparing and ordering fractions.

**Explain** that a fraction is a number that can be placed on a number line.

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Rational numbers</b>		› find a half or quarter of a set using equal sharing and grouping.	› find a half and quarter of a set by identifying groups and patterns (rather than sharing by ones), and identify the whole set or shape when given a half or quarter	› find a unit fraction of a whole number (e.g., $\frac{1}{3}$ of 15), and identify the whole set or amount when given a unit fraction (e.g., " $\frac{1}{4}$ of the set is 3, what is the whole set?")
				› add and subtract unit fractions with the same denominator (e.g., $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$ )
<b>Financial mathematics</b>			› recognise and order New Zealand denominations up to \$20 according to their value, make groups of 'like' denominations, and calculate their value.	› make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes.

### Teaching considerations

**Investigate** a range of practical situations using a range of **representations**, including materials, drawings and diagrams, and digital tools (e.g., discrete objects, bar models, paper strips for partitioning).

Make **connections** between:

- › symbols, words, and pictures
- › counting, subitising patterns and known groupings, and skip counting to solve problems (at years 1-2)
- › skip counting and using known addition and multiplication facts to solve problems (at year 3).

Use mathematical language to develop an understanding of fractions (e.g., numerator, denominator, shared equally, divide, partition, equal parts).

**Investigate** adding and subtracting fractions within familiar contexts (e.g., cutting apples into eighths or partitioning paper strips into six equal parts, and then **representing** addition and subtraction with these materials).

**Connect representations**, including symbols and equations, to drawings and materials (e.g., fraction walls, paper fraction strips), and show them on a number line.

Have students use play money (coins and notes) to **represent** practical financial situations.

At year 2, compare only notes with notes or cents with cents, not a mixture of them.

At year 2, **investigate** appropriate financial situations that involve both saving and spending.

**Connect** to place value, addition and subtraction, and skip counting when calculating amounts.

## Algebra

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Equations and relationships</b>		› solve true or false number sentences and open number sentences involving addition and subtraction of one-digit numbers, using an understanding of the equal sign (e.g., $2 + 5 = 3 + \_$ , $7 - 5 = 6 - 4$ (T or F?))	› solve true or false number sentences and open number sentences involving addition and subtraction of one- and two-digit numbers, using an understanding of the equal sign (e.g., $18 + \_ = 17 + 6$ , $17 = 25$ (T or F?))	› solve true or false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign
	› copy, continue, create, and describe a repeating pattern with two elements.	› copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern	› recognise and describe the unit of repeat in a repeating pattern, and use it to predict further elements using the ordinal position	› recognise, continue, and create repeating and growing patterns, and describe a rule to explain a pattern
<b>Algorithmic thinking</b>		› follow step-by-step instructions to complete a simple task.	› follow and give step-by-step instructions for a simple task, identifying and correcting errors as the instructions are followed.	› create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task.

### Teaching considerations

**Represent** the equal sign as the 'same as' to demonstrate it is a symbol of equivalence.

**Investigate** number sentences using **representations** such as:

- › 10s frames and discrete materials (at years 1-2)
- › word problems with comparisons (at year 3).

At years 2-3, solve number sentences that have numbers beyond what students are using in operations, so that the emphasis is on the equal relationship, not operating.

**Investigate** repeating and growing patterns in a range of contexts (e.g., cultural patterns, patterns in the local environment and on everyday objects).

Use materials, sound, movement, and digital tools to **represent** and continue repeating and growing patterns. At years 2-3, demonstrate recording the pattern in a table.

Form **generalisations** when students notice that repeating patterns constructed in different ways are similar (e.g., 'red, blue, red, blue' and 'hop, jump, hop, jump' are ABAB patterns). Help students to notice the similarities and differences between patterns by recording them.

With students at year 2, **generalise** by using the unit of repeat and ordinal position to identify further elements in a pattern.

Use mathematical language and sentence starters to support students to **explain** and **justify** how a pattern is repeating or growing and to predict further terms.

**Represent** step-by-step instructions using drawings, words, flow diagrams, and verbal instructions that form a sequence.

With students, **investigate** sorting unfamiliar and familiar objects according to a set of instructions, directing a person or object (e.g., through an obstacle course or maze), and following and creating a set of pictorial instructions.

**Explain, justify**, and show how a set of instructions is complete or incomplete, using think-alouds and prompts.

**Connect** a series of events from a story, narrative, or daily timetable with statements in Number, Algebra, Measurement, and Geometry.

## Measurement

	During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
<b>Measuring</b>			<ul style="list-style-type: none"> <li>estimate and use an informal unit repeatedly to measure the length, mass (weight), volume, or capacity of an object</li> </ul>	<ul style="list-style-type: none"> <li>estimate and then reliably measure length, capacity, and mass (weight) using whole-number metric units (e.g., from tools with labelled markings)</li> </ul>
	<ul style="list-style-type: none"> <li>directly compare two objects by an attribute (e.g., length, mass (weight), capacity)</li> </ul>	<ul style="list-style-type: none"> <li>compare the length, mass (weight), volume, or capacity of objects directly or indirectly (e.g., by comparing each of them with another object, used repeatedly)</li> </ul>	<ul style="list-style-type: none"> <li>compare and order several objects using informal units of length, mass (weight), volume, or capacity</li> </ul>	<ul style="list-style-type: none"> <li>compare and order objects using metric units of length, mass (weight), or capacity</li> </ul>
			<ul style="list-style-type: none"> <li>turn, and describe how far an object or person has turned, using full, half, and quarter turns as benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>turn, and describe how far an object or person has turned, using full, half, quarter, and three-quarter turns as benchmarks</li> </ul>
	<ul style="list-style-type: none"> <li>connect days of the week to familiar events and daily routines (e.g., the class timetable).</li> </ul>	<ul style="list-style-type: none"> <li>identify how the passing of time is measured in years, months, weeks, days, hours</li> <li>name and order the days of the week, and sequence events in a day using everyday language of time</li> </ul>	<ul style="list-style-type: none"> <li>name and order the months and seasons, and describe the duration of familiar events using months, weeks, days, and hours</li> </ul>	<ul style="list-style-type: none"> <li>identify the duration of events using years, months, weeks, days, hours, minutes, and seconds</li> </ul>

### Teaching considerations

**Explain** estimation, using the language of ‘about’, ‘more or less’, and ‘close to’ to help students reflect on what the quantity or measure might be.

**Investigate** practical estimating and measuring situations, using appropriate measuring tools (e.g., at year 2, balance scales, capacity containers, informal units; at year 3, rulers, measuring jugs and cups, scales).

At year 3, **explain** how to construct and use measurement devices, particularly rulers, measurement containers, and balance scales. Demonstrate how to accurately measure length in centimetres, mass (weight) in grams, and capacity in millilitres (at year 3).

**Investigate** practical measuring situations to compare and order objects – for example:

- which is longer or shorter, is heavier or lighter, or holds more or less (at 6 months)
- comparing and ordering up to three objects (at year 1)
- explaining how identical informal units need to be used when measuring (at year 2)
- using tools like rulers, measurement containers, and scales (at year 3).

Use mathematical language to **explain** and **justify** comparative measurement attributes (e.g., long and short; heavy, heavier, and heaviest; the same as; full and empty; more and less; wide, wider, and widest). Include descriptive te reo Māori that makes the properties of objects and shapes clear.

**Investigate** and **explain** situations involving angles as ‘how far an object or person has turned.’ Have students turn physical objects and themselves.

**Connect** turns with fractions (e.g., half, a quarter, three quarters).

Use visual **representations** to support the sequencing of events (e.g., pictorial daily timetables, calendars, day-and-month cards).

Explore estimating the duration of everyday events using minutes and seconds (e.g., “How long is it until the bell rings?”). Practise recalling a sequence of events in the past and predicting future events.

Use mathematical language to **explain** and **justify** comparisons of duration and points in time (e.g., before, after, soon, later, next, today, tomorrow, yesterday, 1st, 2nd, 3rd).

**Investigate** using a calendar to work out the number of days, weeks, or months until important events (e.g., the number of days until Matariki, the number of weeks until the end of term).

Explore informal ways of measuring short periods of time to identify which events last longer.

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Measuring</b>		› tell the time to the hour using the language of 'o'clock'.	› tell the time to the hour and half-hour, using the language of 'past' and 'o'clock'	› tell the time to the hour, half-hour, and quarter past and quarter to the hour
<b>Perimeter, area, and volume</b>			› visualise, estimate, and measure the perimeter and area of 2D shapes, using informal units.	› visualise, estimate, and measure: <ul style="list-style-type: none"> <li>– the perimeter of polygons using metric units</li> <li>– the area of 2D shapes using squares of identical size</li> <li>– the volume of rectangular prisms (cuboids) by filling them with identical 3D blocks.</li> </ul>

### Teaching considerations

Use digital and analogue clocks to have students practise telling the time. **Connect** using visual representations on an analogue clock to skip counting in 5s and fractions (a half and quarter).

**Connect** the 'structure' of duration (minutes, hours, days) to our measures of time ("There are 30 minutes in half an hour, 60 minutes in an hour").

Identify and **investigate** the specific times of daily events and activities in and out of school.

**Explain** and demonstrate that:

- › perimeter is the distance around the edge of a 2D shape
- › area is the size of the surface of a 2D shape, or how many squares cover the surface
- › volume is the amount of 3D space a shape takes up, or how many cubes fill the shape.

**Investigate** familiar practical situations involving perimeter, area, and volume.

Use think-alouds to demonstrate the use of visualising to identify the appropriate attribute for a measurement task and to imagine the number of units required.

**Explain** the importance of using the same unit when measuring, and that there should be no gaps or overlaps around the outside (perimeter) and inside (area) of 2D shapes and in filled 3D shapes (volume).

## Geometry

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Shapes</b>	› identify, sort by one feature, and describe familiar 2D shapes	› identify, describe, and sort familiar 2D and 3D shapes presented in different orientations, including triangles, circles, rectangles (including squares), cubes, cylinders, and spheres	› identify, describe, and sort 2D and 3D shapes, including ovals, semicircles, polygons (e.g., hexagons, pentagons), rectangular prisms (cuboids), pyramids, hemispheres, and cones, using the attributes of shapes	› visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes
				› identify right angles in shapes and objects
<b>Spatial reasoning</b>	› compose by trial and error a target shape using smaller shapes, and decompose a shape into smaller shapes	› anticipate which smaller shapes might be used to compose a target shape, and then check by making the shape	› anticipate which smaller shapes might be used to compose and decompose a target shape, and then check by making the shape	› compose and decompose 2D shapes using the attributes of shapes (e.g., lines of symmetry), other shapes, side lengths, and angles
		› flip, slide, and turn 2D shapes to make a pattern	› recognise lines of symmetry in patterns or pictures, and create or complete symmetrical pictures or patterns	› predict the result of a one-step transformation (reflection, translation, or rotation) on 2D shapes
<b>Pathways</b>	› follow instructions to move to a familiar location or locate an object.	› follow and give instructions to move to a familiar location or locate an object	› follow and give instructions to move people or objects to a different location, using direction, distances (e.g., number of steps), and half and quarter turns	› follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location
		› use pictures, diagrams, or stories to describe the positions of objects and places.	› interpret diagrams to describe the positions of objects and places in relation to other objects and places.	› interpret, draw, and use simple maps to locate objects and places relative to other objects and places.

### Teaching considerations

Make available a range of 2D and 3D shapes, including tactile shapes and materials (e.g., playdough, pipe cleaners), pictures, diagrams, and digital tools.

**Investigate** 2D and 3D shapes in the environment.

Use everyday language and mathematical language (including te reo Māori) to **explain** and **justify** the describing and sorting of shapes (e.g., size, corners, colour, texture, sides, angles, faces, edges, vertices, triangle/tapatoru, square/tapawhā rite, same/ōrite, different/rerekē).

Use **generalisations** made by students to clarify and extend understanding (e.g., “Polygons have straight sides”, “2D shapes can be identified on 3D shapes”).

Make available a range of materials to compose and decompose 2D shapes (e.g., pattern blocks, attribute shapes, paper shapes, playdough, tangrams).

Use think-alouds to demonstrate anticipating how small shapes can fit into or make a new shape.

Use as target shapes:

- › shapes partitioned into smaller parts (at 6 months)
- › continuous whole shapes with no partitions (at years 1–3).

**Connect** the informal vocabulary of flip, slide, and turn with the formal vocabulary of reflect, translate, and rotate.

**Investigate** practical situations (e.g., making art, paper folding, checking symmetry with mirrors) and a range of artefacts and patterns.

**Investigate** ways of moving to different locations within the classroom and in other parts of the school, using simple maps at year 3.

Use picture books that emphasise positional language and movement (e.g., *Scatter Cat*, *Bears in the Night*, *We're Going on a Moa Hunt*).

Use spatial language and talk frames to support giving and following instructions (e.g., near, far, next to, beside, on top, under, over, down, up, left, right, turn).

Make **connections** between:

- › estimating distance and bodily measures (e.g., the number of steps to the door)
- › half and quarter turns and fractions
- › following or creating instructions and algorithmic thinking.

## Statistics

	During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
<b>Problem</b>		› pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show	› pose a summary investigative question about a group for which the data will have categorical variables, and anticipate what the data might show (e.g., which outcomes might be more frequent than others)	› pose a summary investigative question about an everyday situation, using categorical data and discrete numerical (whole number) data, identify the variable and group of interest, and anticipate what the data might show
<b>Plan</b>		› plan to collect data by making observations or questioning others, and discuss how the data-gathering process might affect people	› plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people	
<b>Data</b>		› collect categorical data for one variable	› collect categorical data for more than one variable	› collect, record, and sort data, or use secondary data sources provided by someone else
<b>Analysis</b>		› create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, giving the frequency for each category	› create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, comparing the frequencies of categories	› create and make statements about data visualisations (e.g., pictures, graphs, dot plots, bar graphs) for the categorical and discrete numerical data
<b>Conclusion</b>		› choose from given options the statements that best answer the investigative question		› choose from given options the statements that best answer the investigative question, reflect on findings, and compare them with anticipated outcomes

### Teaching considerations

Show, with student input, how to:

- › pose summary **investigative** questions about an area of interest
- › identify the variable and group of interest in investigative questions.

Pose, with student input, survey and data-collection questions that will be used to collect the data required for the investigative question.

**Explain** the distinction between primary and secondary data and the challenges that come with sensitive topics or questions.

**Investigate** how survey questions and the words within survey questions can be interpreted differently by different people.

**Represent** data using data cards, recording sheets, and tally tables. Use data cards that **represent** multiple variables about an individual.

Explore investigative questions using secondary data sources.

Show creating and describing data visualisations, transitioning from data cards to dot plots to bar graphs.

**Represent** data using data cards and picture graphs (for years 1–3), frequency tables and dot plots (for years 2–3), and bar graphs (for year 3).

Have students practise using ‘I notice’ statements that include the variable name and context when describing data visualisations.

**Explain** and demonstrate ‘reading the data’ and ‘reading between the data’.

**Explain** how to describe features of data visualisations (e.g., frequency, the least/most frequent category, modes or modal groups, highest and lowest values).

Show, with student input, how to:

- › choose the best descriptive statements that answer an investigative question
- › collate, **explain**, and **justify** their findings to others.

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Statistical literacy</b>		<ul style="list-style-type: none"> <li>› agree or disagree with others' statements about simple data visualisations (e.g., pictures, graphs, dot plots).</li> </ul>	<ul style="list-style-type: none"> <li>› match statements made by others with features in simple data visualisations, and agree or disagree with the statements.</li> </ul>	<ul style="list-style-type: none"> <li>› identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them.</li> </ul>

## Probability

	<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Probability investigations</b>		<ul style="list-style-type: none"> <li>› engage in stories or games that involve chance-based situations and:               <ul style="list-style-type: none"> <li>– decide if something will happen, won't happen, or might happen</li> <li>– identify possible and impossible outcomes (e.g., for what might happen next).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› engage in chance-based investigations about games and everyday situations to:               <ul style="list-style-type: none"> <li>– anticipate and then identify possible outcomes</li> <li>– collect and record data</li> <li>– create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs)</li> <li>– describe what these visualisations show</li> <li>– answer the investigative question</li> <li>– notice variations in outcomes (e.g., how often each of the numbers on a dice come up)</li> </ul> </li> </ul>	
<b>Critical thinking in probability</b>			<ul style="list-style-type: none"> <li>› agree or disagree with the statements made by others about chance-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>› explain and question statements about chance-based situations, with reference to data.</li> </ul>

### Teaching considerations

Show, with student input, how to:

- › read and understand claims made by others and identify corresponding features in data visualisations
- › **explain** agreements or disagreements with a claim made by others.

### Teaching considerations

**Investigate** probability by playing games of chance using physical objects (e.g., dice, coins, spinners, pulling things out of a hat).

**Explain** and show how to:

- › list possible outcomes
- › visualise frequencies of outcomes
- › use the vocabulary that indicates the relative order of probabilities from impossible to certain (i.e., impossible, unlikely, possible, likely, certain).

Show, with student input, how to:

- › read and understand claims made by others about chance situations
- › match statements with the relevant chance situation being described
- › **explain** and **justify** why they believe a statement is true or not.

## The language of mathematics and statistics: Phase 1

	<b>At 6 months</b> <i>Students will know the following words:</i>		<b>Year 1</b> <i>Students will know the following new words:</i>		<b>Year 2</b> <i>Students will know the following new words:</i>		<b>Year 3</b> <i>Students will know the following new words:</i>		
<b>Number</b>	<ul style="list-style-type: none"> <li>› add, plus, join</li> <li>› altogether</li> <li>› biggest, smallest</li> <li>› combine, separate</li> <li>› count</li> <li>› group</li> <li>› how many</li> <li>› in between</li> <li>› more, less</li> </ul>	<ul style="list-style-type: none"> <li>› next, before, after</li> <li>› ordinal (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc.)</li> <li>› takeaway, minus</li> </ul>	<ul style="list-style-type: none"> <li>› count on, count back</li> <li>› digit</li> <li>› double, halve</li> <li>› equal group</li> <li>› equal part</li> <li>› fair share</li> <li>› forwards, backwards</li> <li>› fraction</li> <li>› half, quarter</li> </ul>	<ul style="list-style-type: none"> <li>› odd, even</li> <li>› partition</li> <li>› set</li> <li>› share</li> <li>› skip count</li> <li>› subtract</li> <li>› sum, difference</li> <li>› whole set</li> </ul>	<ul style="list-style-type: none"> <li>› cent, coin, dollar, note</li> <li>› denominator</li> <li>› eighth</li> <li>› estimate, estimation</li> <li>› money</li> <li>› multiply, divide</li> <li>› numerator</li> <li>› place value</li> </ul>	<ul style="list-style-type: none"> <li>› quantity, amount</li> <li>› regroup</li> </ul>	<ul style="list-style-type: none"> <li>› operation</li> <li>› round</li> <li>› third, fifth, sixth</li> <li>› unit fraction</li> </ul>		
<b>Algebra</b>	<ul style="list-style-type: none"> <li>› continue</li> <li>› copy</li> <li>› next</li> <li>› pattern</li> <li>› repeat</li> </ul>		<ul style="list-style-type: none"> <li>› changed, unchanged</li> <li>› element</li> <li>› equal, equivalent</li> <li>› equation</li> </ul>	<ul style="list-style-type: none"> <li>› number sentence</li> <li>› repeating pattern</li> <li>› true, false</li> <li>› unit of repeat</li> <li>› zero</li> </ul>	<ul style="list-style-type: none"> <li>› error</li> <li>› predict</li> </ul>		<ul style="list-style-type: none"> <li>› complete, incomplete</li> <li>› growing pattern</li> <li>› rule</li> <li>› sequence</li> <li>› term</li> </ul>		
<b>Measurement</b>	<ul style="list-style-type: none"> <li>› comparative words (long, taller, heaviest etc.)</li> <li>› full, empty</li> <li>› heavy, light</li> <li>› height</li> <li>› length</li> </ul>	<ul style="list-style-type: none"> <li>› measure, weigh</li> <li>› same as</li> <li>› short, tall, wide, large, small, big</li> </ul>	<ul style="list-style-type: none"> <li>› capacity</li> <li>› day, week, month, year</li> <li>› days of the week</li> <li>› distance</li> <li>› earlier, later</li> <li>› hour</li> </ul>	<ul style="list-style-type: none"> <li>› morning, afternoon, evening</li> <li>› o'clock</li> <li>› starting point, end point</li> <li>› weight</li> </ul>	<ul style="list-style-type: none"> <li>› area</li> <li>› full turn, half turn, quarter turn</li> <li>› half past</li> <li>› months of the year</li> <li>› perimeter</li> <li>› seasons of the year</li> </ul>	<ul style="list-style-type: none"> <li>› surface</li> <li>› width</li> </ul>	<ul style="list-style-type: none"> <li>› gram</li> <li>› litre, millilitre</li> <li>› measuring jug or cup</li> <li>› metre, centimetre</li> <li>› metric</li> <li>› minute, second</li> </ul>	<ul style="list-style-type: none"> <li>› quarter past, quarter to</li> <li>› ruler</li> <li>› three-quarter turn</li> <li>› unit</li> <li>› volume</li> <li>› weighing scale, balance scale</li> </ul>	

	<b>At 6 months</b> <i>Students will know the following words:</i>		<b>Year 1</b> <i>Students will know the following new words:</i>		<b>Year 2</b> <i>Students will know the following new words:</i>		<b>Year 3</b> <i>Students will know the following new words:</i>	
<b>Geometry</b>	<ul style="list-style-type: none"> <li>› flip</li> <li>› positional language (next to, above, below, under, up, down, on top of, inside etc.)</li> <li>› side, corner</li> <li>› size (big, small, long, short)</li> </ul>	<ul style="list-style-type: none"> <li>› square, triangle, circle</li> <li>› straight, curved, round</li> <li>› turn</li> </ul>	<ul style="list-style-type: none"> <li>› 2D shape</li> <li>› 3D or solid shape</li> <li>› cube, cylinder, sphere</li> <li>› edge, face</li> <li>› slide</li> <li>› rectangle</li> </ul>		<ul style="list-style-type: none"> <li>› direction</li> <li>› left, right</li> <li>› oval, semicircle, polygon (hexagon, pentagon), rectangular prism (cuboid), pyramid, hemisphere, cone</li> </ul>	<ul style="list-style-type: none"> <li>› position</li> <li>› symmetry, line of symmetry</li> <li>› vertex</li> </ul>	<ul style="list-style-type: none"> <li>› location</li> <li>› quadrilateral</li> <li>› reflect, reflection</li> <li>› right angle</li> <li>› rotate, rotation</li> <li>› transform, transformation</li> <li>› translate, translation</li> </ul>	
<b>Statistics</b>			<ul style="list-style-type: none"> <li>› data</li> <li>› dot plot</li> <li>› information</li> <li>› most, least</li> <li>› picture graph</li> <li>› survey</li> <li>› tally</li> </ul>		<ul style="list-style-type: none"> <li>› category</li> <li>› graph</li> <li>› notice</li> <li>› outcome</li> <li>› statement</li> <li>› table</li> <li>› title</li> </ul>		<ul style="list-style-type: none"> <li>› bar graph</li> <li>› claim</li> <li>› finding</li> <li>› frequency</li> <li>› variable</li> </ul>	
<b>Probability</b>			<ul style="list-style-type: none"> <li>› chance</li> <li>› possible, impossible</li> <li>› will happen, won't happen, might happen</li> </ul>		<ul style="list-style-type: none"> <li>› agree, disagree</li> <li>› anticipate</li> <li>› certain, uncertain</li> <li>› likely, unlikely</li> <li>› list</li> </ul>		<ul style="list-style-type: none"> <li>› probability</li> </ul>	

Phase

2

Years 4-6

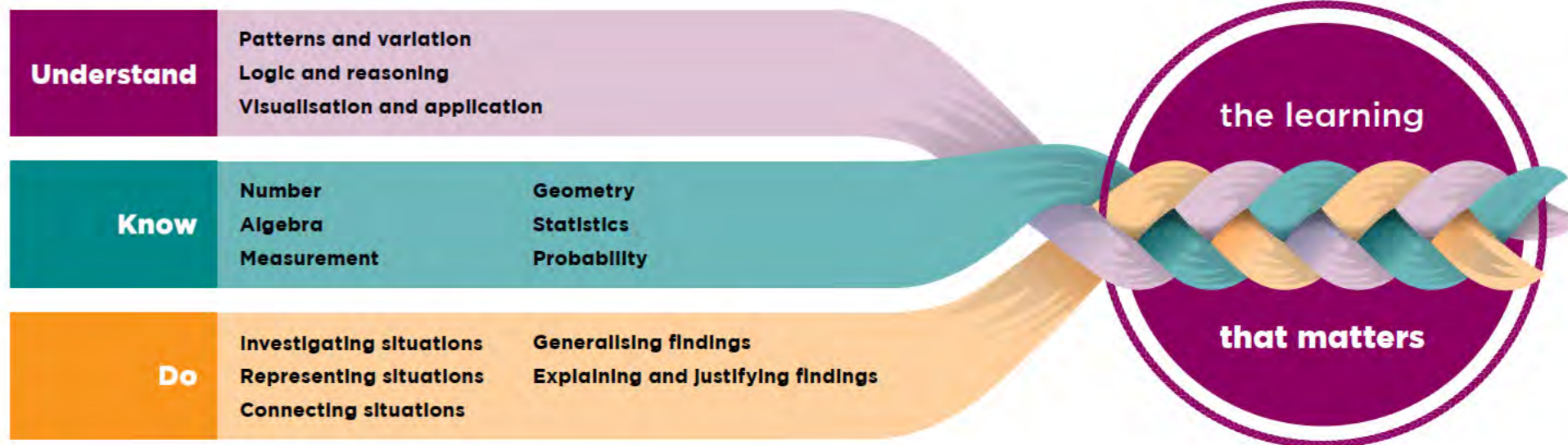
## Progress outcome by the end of year 6

*Expanding horizons of knowledge, and collaborating  
Te whakawhānui i ngā pae o te mātauranga, me te mahi tahi*

The critical focus of phase 2 is for all students to expand their horizons of knowledge and their collaboration with others. Students use a variety of representations to model number operations and to solve word problems. They connect and extend their reasoning about whole numbers to fractions and decimals, and they visualise and classify angles, using benchmarks to justify their classifications. Students also apply their understanding

of number operations to reasoning about perimeter and area and to investigating variations in patterns, shapes, and data.

The phase 2 progress outcome describes the understanding, knowledge, and processes that students have multiple opportunities to develop over the phase.



**The phase 2 progress outcome is found on the following two pages.**

## Understand

As students build knowledge through their use of the mathematical and statistical processes, they develop their understanding of the following.

### Patterns and variation | Ngā ia auau me ngā rerekētanga

The world is full of patterns and is defined by a multitude of relationships in which change and variation occur. Mathematics and statistics provide structures that are useful for noticing, exploring, and describing different types of patterns and relationships, enabling us to generate insights or make conjectures.

### Logic and reasoning | Te whakaaro arorau me te whakaaroaro

By engaging with mathematical concepts, we develop logical reasoning and critical-thinking skills that enable us to evaluate information, question assumptions, and present arguments with clarity. Statistical reasoning from observation and theory allows us to differentiate what is probable from what is possible and to draw reliable conclusions about what is reasonable.

### Visualisation and application | Te whakakite me te whakatinana

The visualisation of mathematical and statistical ideas profoundly influences how we perceive, understand, and interact with abstract concepts. Application in mathematics and statistics involves creating structures and processes that help us understand complex situations, enabling better decision making and communication of ideas.

## Know

### Number | Mātauranga tau

By the end of this phase, students know that in our number system each place value is a power of 10, and this continues infinitely. To the right, the system continues past the ones column to create decimals (tenths, hundredths, thousandths); the decimal point marks the column immediately to the right as the tenths column. Estimation and rounding support checking the reasonableness of solutions of operations involving whole numbers, fractions, and decimals. Students know that to evaluate expressions that have more than one operation, operations inside brackets (i.e., grouped together) are done first. If there are multiplication and division, these are then done in left-to-right order; finally, addition and subtraction are also done in left-to-right order. Division can be partitive (the number of shares is known) or quotative (the size of the shares is known).

Students come to recognise the properties of number operations. The additive identity is 0 (e.g.,  $3 + 0 = 3$ ) and the multiplicative identity is 1 (e.g.,  $5 \times 1 = 5$ ). The commutative property (e.g.,  $3 \times 5 = 5 \times 3$ ) and associative property (e.g.,  $3 \times (4 \times 6) = (3 \times 4) \times 6$ ) apply to addition and multiplication but not to subtraction and division. The distributive property (e.g.,  $2 \times (6 - 4) = 2 \times 6 - 2 \times 4$ ) applies to multiplication over addition and subtraction.

Students also come to know that fractions can result from one number divided by another (the quotient), operate on quantities, and be larger than 1. Improper fractions can also be written as a mixed number, represented as a whole number and a fraction, combined with a hidden addition. In simplified fractions, the numerator and denominator have no common factors; if the denominator of a simplified fraction is 1, then it can be written as a whole number. Decimals are fractions that have powers of 10 as their denominators, and they can be written as numbers using a decimal point. A percentage is a fraction with a denominator of 100.

### Algebra | Taurangi

By the end of this phase, students know that the equal (=) and inequality (<, >) signs show relationships, and that applying the same operation to both sides of an equation preserves the balance of the equation. Students know that in a pattern, the relationship between the ordinal position and its corresponding element can be used for finding the pattern rule. Any element can be found by knowing its position, and any position can be found from its corresponding element. Tables and XY graphs provide a way of organising the positions and elements of a pattern to reveal relationships or rules. An algorithm is an ordered list of instructions for solving a problem.

### Measurement | Ine

By the end of this phase, students know that, like our place-value number system, the metric measurement system is based on powers of 10 and that appropriate metric units are used to quantify length, area, volume, capacity, mass (weight), and temperature. Measurements can include whole units and parts of units. Different measurement tools and scales use different-sized units, and the unit must be recorded with the amount. Duration is the amount of time it takes for an event to occur. Angles are a measure of turn and can use the unit of degrees.

### Geometry | Āhuahanga

By the end of this phase, students know that two- and three-dimensional shapes have consistent properties that can be used to define, compare, classify, predict, and identify relationships between shapes. Shapes can be transformed by rotation, reflection, translation, and resizing (when they are enlarged or reduced). Lines of symmetry can be horizontal, vertical, and diagonal. Three-dimensional shapes can be composed of connected two- or three-dimensional shapes. Students

also know that position can be described using known environmental features and elements from the natural world. Maps can use grid references to specify the position of locations, scales to show distances, and connections to show pathways.

### Statistics | Tauanga

By the end of this phase, students know that data about people and the natural world must be collected, used, and stored carefully. The statistical enquiry cycle (PPDAC) can be used in summary, comparison, and time-series investigations. A comparison investigation compares similarities and differences for a variable across two or more groups, and a time-series investigation considers how a variable changes over time. Numerical variables can be counted or measured; discrete numerical variables are counted, continuous numerical variables are measured. A conjecture or assertion involves thinking about what data will show before it is collected or analysed. Data is not always accurately recorded; it needs to be checked for errors and may need correcting. Alternative data visualisations for the same data can lead to different insights.

### Probability | Tūponotanga

By the end of this phase, students know that the statistical enquiry cycle (PPDAC) can be used for chance-based investigations. Probabilities and the language of probability are associated with values between 0 or 0% (impossible) and 1 or 100% (certain). They can be used to describe situations that involve uncertainty and help make decisions. In a chance-based investigation, the probability of an outcome is the relative frequency of the outcome in a probability experiment (the probability estimate). If outcomes are believed to be equally likely, the probability of an outcome is the number of times the outcome occurs divided by the total number of outcomes, where all possible outcomes can be listed (the theoretical probability).

## Do

### Investigating situations | Te tūhura pūāhua

By the end of this phase, students can pose a question for investigation, find entry points for addressing the question, and plan an investigation pathway and follow it step by step. They can identify relevant prior knowledge, conditions, and relationships to support the investigation. They can monitor and evaluate progress, adjusting the investigation pathway if necessary, and make sense of outcomes or conclusions in light of a given situation and context.

### Representing situations | Te whakaata pūāhua

By the end of this phase, students can use representations to find, compare, explore, simplify, illustrate, prove, and justify patterns and variations. They use representations to learn new ideas, explain ideas to others, investigate conjectures, and support arguments. They select, create, or adapt appropriate mental, oral, physical, virtual, graphical, or diagrammatic representations. They use visualisation to mentally represent and manipulate objects and ideas.

### Connecting situations | Te tūhono pūāhua

By the end of this phase, students can suggest connections between concepts, ideas, approaches, and representations. They connect new ideas to things they already know. They also make connections with ideas in other learning areas and with familiar contexts.

### Generalising findings | Te whakatauwhānui i ngā kitenga

By the end of this phase, students can notice and explore patterns, structure, and regularity and make conjectures about them. They identify relationships, including similarities, differences, and new connections. They represent specific instances and look for when conjectures about them might be applied in another situation or always be true. They test conjectures, using reasoning and counterexamples to decide if they are true or not. They use appropriate symbols to express generalisations.

### Explaining and justifying findings | Te whakamārama me te parahau i ngā kitenga

By the end of this phase, students can make statements and give explanations inductively, based on observations or data. They make deductions based on knowledge, definitions, and rules. They critically reflect on others' thinking, evaluating their logic and asking questions to clarify and understand. They use evidence, reasoning, and proofs to explain why they agree or disagree with statements. They develop collective understandings by sharing and building on ideas with others. They present reasoned explanations and arguments for an idea, solution, or process.

## Teaching sequence

*Expanding horizons of knowledge, and collaborating  
Te whakawhānui i ngā pae o te mātauranga, me te mahi tahi*

This section describes how the components of a comprehensive teaching and learning programme for the mathematics and statistics learning area are used during the second phase of learning at school.

Throughout phase 2, encourage students to see themselves as capable, confident, and competent mathematics and statistics thinkers whose ideas are valued, who treat mistakes as part of the learning process, and whose abilities in mathematics and statistics will develop over time with consistent effort. Confidence is built through experiencing success and developing competence and understanding. Over phase 2, students collaborate with others to expand their knowledge and understanding. Support this by working with the class to establish expectations and responsibilities for working together as peers, sharing thinking, and agreeing or disagreeing about mathematical and statistical learning.

Continuously monitor students' cognitive load, reasoning, questions, and use of representations, and respond quickly to address any issues and misconceptions. Ensure teaching builds on what students already understand, know, and can do.

### Explicit teaching

- › Use warm-up routines as a form of active recall that connects back to prior learning (e.g., quick challenges, curly questions, games). Plan for students to develop fluency through practice, using a range of approaches.
- › Use worked examples and break down new learning into clearly explained, manageable steps. Use mathematical and statistical symbols and notation conventions, explaining them and how they work. Teach conceptual understanding of number operations and efficient written and mental methods for them.
- › Connect mathematical and statistical learning within and across contexts. Teach connected procedures and concepts together (e.g., multiplication and division with area and volume). Make connections explicit by highlighting concepts students have applied in other learning areas.
- › Plan ways for students to consolidate their mathematical and statistical learning. Use prompts, questions, and situations that incorporate previously taught concepts and procedures, to help students retrieve and apply them. Highlight connections with new learning.

### Positive relationships with mathematics and statistics

- › Encourage curiosity through exploring mathematics and statistics in, for example, history, games, art, and puzzles.
- › Highlight to the class the mathematical thinking and approaches of individuals or groups. Display drawings or photos of students' representations and workings throughout the learning process, and use these to start conversations about mathematical and statistical learning and progress between students and with families.

### Rich tasks

- › Plan to explore rich mathematical and statistical situations and contextual tasks that are useful and meaningful to the class or community.
- › Design tasks that use different contexts or combinations of operations to encourage students to apply their reasoning and knowledge to other types of problems (e.g., using decimals in measurement situations).
- › Encourage students to generalise by using questions such as "If I change this, what happens to that?" and "Is there another way to show this?"
- › Teach problem-solving and investigation strategies. Support students to read and make sense of a problem – through drawing, using materials, or trying some numbers – and then to identify relevant knowledge, plan how to solve the problem in a sequence of steps, take action to apply their plan (recording calculations with meaningful explanations), and check their findings.
- › Give students opportunities to notice and wonder about patterns, structures, and relationships and make statements about them.

### Communication in mathematics and statistics

- › Plan for students to actively listen to, reflect, and build on each other's thinking and learning. Use discourse-based tools and a range of open questions to facilitate productive discussions. Over the phase, encourage students to use evidence and examples to justify their claims and findings.
- › Select appropriate representations to show working and reasoning. Over the phase, move students towards using pictures, diagrams, and mathematical notation such as equations and inequalities. Teach students which representations are most effective for showing different types of information (e.g., number lines are important for representing operations, differences, the comparative size of numbers, and rounding conventions).
- › Prompt students to visualise and share their thinking about quantities, patterns, shapes, measurements, and data. Support students to visualise by estimating the number of items in a group, using rounding or known benchmarks to make estimations, and by noticing and responding to how a shape has been rotated or reflected, or is composed of other shapes.
- › Use mathematical and statistical language. Demonstrate the use of correct vocabulary that connects to the learning purpose or problem. Ask students to use correct vocabulary and to explain their findings and reasoning. In doing so, draw on students' first and heritage languages, so that they can use their languages as a resource to connect their thinking and learning.
- › Dedicate time for students to record learning (e.g., in their mathematics and statistics book). Support them to organise their ideas clearly, using words, mathematical notation, and a range of representations. Provide opportunities for them to consider their goals and to reflect on their learning.

## Number

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Number structure</b>	› skip count from any multiple of 100, forwards or backwards in 25s and 50s		
	› identify, read, write, compare, and order whole numbers up to 10,000, and represent them using base 10 structure	› identify, read, write, compare, and order whole numbers up to 100,000, and represent them using base 10 structure	› identify, read, write, compare, and order whole numbers up to 1,000,000, and represent them using base 10 structure
		› identify factors of numbers up to 100	› identify square numbers and factors of numbers up to 125
<b>Operations</b>	› use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	› use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations	› use rounding, estimation, and inverse operations to predict results and to check the reasonableness of calculations
	› round whole numbers to the nearest thousand, hundred, or ten	› round whole numbers to the nearest ten thousand, thousand, hundred, or ten, and round tenths to the nearest whole number	› round whole numbers to a specified power of 10, and round tenths and hundredths to the nearest whole number or one decimal place
	› add and subtract two- and three-digit numbers	› add and subtract whole numbers up to 10,000	› add and subtract any whole numbers

### Teaching considerations

**Investigate** patterns in multiples, using 100s boards or 1,000s books.

Record choral counting on the board, and ask students to **explain** patterns and make **generalisations** or conjectures.

Use marked number lines to order and compare numbers and place-value (PV) houses and materials to write and **represent** numbers, using base 10 structure.

Support students to:

- › practise saying, reading, and writing given numbers, including large numbers, using PV houses
- › use PV houses to **generalise** that multiplying by 10 moves each digit in a number one place to the left, and dividing by 10 moves each digit one place to the right.

**Represent** factors of numbers using arrays or ordered lists of factor pairs.

Use multiplication charts to **investigate** factors, multiples, and square numbers.

**Connect** to students' understanding of a square to **explain** and **represent** a square number and multiplication facts involving the same two numbers.

**Explain** how to round numbers to an appropriate value to make an estimate for a calculation.

**Explain** reasoning using estimation language such as 'about', 'more or less', and 'close to'.

**Connect** rounding with:

- › known benchmarks (e.g., doubles, halves, multiples of 10), to make estimations and check calculations
- › rounding to an appropriate unit in measurement situations.

Use number lines to support rounding, **explaining** how to find the midpoint between two numbers.

**Explain** and **justify** findings by connecting to estimates and other checking methods.

Use families of facts to show the **connection** between factors and multiples. **Explain** how to use families of facts to 'work backwards' (e.g.,  $7 \times 8 = 56$ , so  $56 \div 8 = 7$ ).

**Explain** and **represent** addition and subtraction using materials such as PV materials, number lines, and number discs.

**Explain** and **connect**:

- › the horizontal method and the vertical-column method of addition or subtraction
- › making estimates or mental calculations using place value, partitioning, and known facts.

Use worked examples and a range of problem types (e.g., result, change, start-unknown), using think-alouds to **explain** the most efficient approaches.

Have students practise decoding and solving word problems, **representing** them as equations.

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Operations</b>	› recall multiplication and corresponding division facts for 4s and 6s	› recall multiplication facts for 7s, 8s, and 9s and corresponding division facts	› recall multiplication facts to at least $10 \times 10$ and corresponding division facts
	› multiply a two-digit by one-digit number and two one-digit whole numbers (e.g., $23 \times 5$ , $7 \times 8$ )	› multiply a three-digit by one-digit number and two two-digit whole numbers (e.g., $245 \times 6$ , $34 \times 83$ )	› multiply multi-digit whole numbers (e.g., $54 \times 112$ )
	› divide up to a three-digit whole number by a one-digit divisor, with no remainder (e.g., $65 \div 5$ )	› divide up to a three-digit whole number by a one-digit divisor, with a remainder (e.g., $83 \div 5 = 16$ , remainder 3)	› divide up to a four-digit whole number by a one-digit divisor, with a remainder (e.g., $198 \div 7$ , $4154 \div 8$ )
			› use the order of operations rule with grouping, addition, subtraction, multiplication, and division
<b>Rational numbers</b>	› identify, read, write, and represent tenths as fractions and decimals	› identify, read, write, and represent tenths and hundredths as fractions and decimals	› identify, read, write, and represent fractions, decimals (to two places), and related percentages
	› compare and order tenths as fractions and decimals, and convert decimal tenths to fractions (e.g., $0.3 = \frac{3}{10}$ )	› compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions	› compare and order fractions, decimals (to two places), and percentages, and convert decimals and percentages to fractions

### Teaching considerations

Provide a range of tasks for students to practise and develop fluency in new and previously learned multiplication and division facts (e.g., families of facts, multiplication table grids, arrays, games).

**Investigate** patterns in the multiples of times tables and to **generalise** multiplication problems beyond recalled facts by looking for patterns.

At year 4:

- › **connect** multiplication with skip counting using jumps on a number line or arrays
- › **represent** division using diagrams and equal sharing, connecting with known families of facts
- › **generalise** the distributive property of multiplication over addition (e.g.,  $7 \times 8 = 7 \times (5 + 3) = (7 \times 5) + (7 \times 3)$ ).

At years 5–6, **represent** multiplication using the area model, and make **connections** with place value (e.g.,  $34 \times 7 = 30 \times 7 + 4 \times 7$ ).

**Explain** and demonstrate:

- › the vertical-column method for division and multiplication, ensuring students understand and practise the procedure and **connect** with place value, known facts, and estimation
- › making estimates or mental calculations by connecting to place value, partitioning, and known facts.

Have students **investigate**:

- › decoding and solving word problems, **representing** them as equations
- › multiplication and division in measurement and proportional reasoning situations
- › multiplication to count different combinations (e.g., “If I have 4 tops and 3 pairs of shorts, how many different outfits can I make?”)

Use worked examples to demonstrate a step-by-step layout with one equal sign per line.

Have students **investigate**:

- › decoding and solving word problems, deciding which operation to use and why
- › the distributive property of multiplication over addition and subtraction (e.g.,  $6 \times 18 = 6 \times (20 - 2) = (6 \times 20) - (6 \times 2)$ ).

**Explain** the commutative, associative, and identity properties, and justify which operations they work for and which they don't.

**Represent** and compare fractions, decimals, and percentages using continuous materials (double number lines, fraction walls, 100s squares).

Have students practise saying, reading, and writing decimals using decimal PV houses.

**Explain** and **represent** decimal tenths as a fraction with the denominator as 10, and percentages and decimals (to two places) as a fraction with the denominator of 100.

**Investigate** situations where decimals are used (e.g., in measurements at a sports day).

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Rational numbers</b>	› divide whole numbers by 10 to make decimals	› divide whole numbers by 10 and 100 to make decimals	› multiply and divide numbers by 10 and 100 to make decimals and whole numbers (e.g., $1.3 \times 10 = 13$ )
	› for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: – compare and order the fractions – identify when two fractions are equivalent by directly comparing them, noticing the simplest form (e.g., $\frac{3}{6} = \frac{1}{2}$ , which is the simplest form)	› for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: – compare and order the fractions – identify when two fractions are equivalent	› for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: – compare and order the fractions – identify when two fractions are equivalent – represent the fractions in their simplest form
	› convert (using number lines) between mixed numbers and improper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10	› convert between mixed numbers and improper fractions with denominators of up to 10	› convert between mixed numbers and improper fractions
	› find a unit fraction of a whole number, using multiplication or division facts and where the answer is a whole number (e.g., $\frac{1}{5}$ of 40) › identify, from a unit fraction part of a set, the whole set	› find a fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g., $\frac{2}{3}$ of 24) › identify, from a fractional part of a set, the whole set	› find a fraction or percentage of a whole number where the answer is a whole number (e.g., $\frac{3}{8}$ of 48; 30% of \$150) › identify, from a fractional part of a set, the whole set
	› add and subtract fractions with the same denominators to make up to one whole (e.g., $\frac{3}{8} + \frac{3}{8} + \frac{2}{8} = \frac{8}{8} = 1$ )	› add and subtract fractions with the same denominators, including to make more than one whole	› add and subtract fractions with the same or related denominators (e.g., $\frac{1}{4} + \frac{1}{8}$ )
	› add and subtract decimals to one decimal place (e.g., $1.3 + 0.2 = 1.5$ )	› add and subtract whole numbers and decimals to two decimal places (e.g., $32.55 - 21.21 = 11.34$ )	› add and subtract whole numbers and decimals to two decimal places (e.g., $250.11 + 135.29 = 385.4$ )
	› use doubling or halving to scale a quantity (e.g., to double or halve a recipe)	› use known multiplication facts to scale a quantity	› use known multiplication and division facts to scale a quantity

### Teaching considerations

Use decimal PV houses to **generalise** that multiplying by 10 moves each digit in a number one place to the left (increasing the place value of the digit), and dividing moves each digit one place to the right (decreasing the place value of the digit).

Use fraction walls (equivalence materials) to **represent** and **investigate** the relationship between the denominator and numerator in a fraction and how we can use this to simplify the fraction.

Make **connections** with known facts such as halving and dividing by 4.

Count forwards and backwards in fractions, and place fractions on marked and unmarked number lines.

**Represent** improper fractions using words and materials, and place them on a number line.

At years 5–6, **explain** conversion as division with a remainder (e.g.,  $\frac{11}{4} = 2 \frac{3}{4}$  (11 divided by 4 = 2 r 3) or multiplication plus a remainder (e.g.,  $1 \frac{1}{5} = \frac{6}{5}$  ( $1 \times 5 + 1$ )).

Use bar models, diagrams, or paper strips to **represent** equal parts of a whole.

At year 4, **represent** parts of a whole set using discrete materials to make equal groups.

At years 5–6, **connect** percentages and fractions of a whole to known facts and benchmarks (e.g., 25% and dividing by 4).

**Represent** the addition and subtraction of fractions using fraction walls, number lines, and equations.

At years 4–5, **explain** that, when adding and subtracting fractions with the same denominator, the numerators are added or subtracted but the denominator stays the same.

At year 6, **explain** how to use equivalent fractions to rename fractions so that they all have the same denominator. Then add or subtract the numerators.

**Explain** and demonstrate both the horizontal method for **representing** an equation and the vertical-column method for addition or subtraction.

**Investigate** and **connect** the addition and subtraction of decimals in measurement situations.

At year 4, use number lines and decimals to add and subtract tenths, **connecting** tenths as fractions with tenths as decimals.

At years 5–6, **connect** to methods of adding and subtracting whole numbers.

**Represent** multiplicative relationships using diagrams, materials, and bar models.

Use problems such as “If this recipe feeds 4 people, how much of each ingredient do we need to feed 20 people?”

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Financial mathematics</b>	› make amounts of money using dollars and cents (e.g., to make 3 dollars and 70 cents)	› represent money values in multiple ways using notes and coins	› solve problems involving purchases (e.g., ensuring they have enough money) › create simple financial plans (e.g., shopping lists, a family budget)
	› estimate and calculate the total cost and change for items costing whole-dollar amounts.	› estimate to the nearest dollar and calculate the total cost of items costing dollars and cents, and the change from the nearest ten dollars.	› calculate 10%, 25%, and 50% of whole-dollar amounts (e.g., 50% of \$280).

### Teaching considerations

Have students practise grouping denominations and making amounts using play money, **connecting** with place value, skip counting, and multiplication.  
**Investigate** authentic financial situations and **represent** findings using equations, spreadsheets, and tables.

**Investigate** practical situations involving calculating costs and giving change.

At year 6:

- › use bar models to **represent** percentages of whole-dollar amounts, and connect to equivalent fractions
- › **explain** the procedure of dividing a whole by 10 to find 10%, 2 to find 50%, or 4 to find 25%.

## Algebra

	During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
<b>Equations and relationships</b>	› form and solve true or false number sentences and open number sentences involving multiplication and division, using an understanding of the equal sign (e.g., $5 \times \_ = 20$ ; $\_ \div 3 = 6$ )	› form and solve true or false number sentences and open number sentences involving all four operations (e.g., $674 + 56 - \_ = 671$ )	› form and solve true or false number sentences and open number sentences involving all four operations, using an understanding of equality or inequality (e.g., $8 \times 7 < 8 \times 5 + 8$ (T or F?))
	› recognise and describe the rule for a growing pattern using words, tables, and diagrams, and make conjectures about further elements in the pattern	› use tables to recognise the relationship between the ordinal position and its corresponding element in a growing pattern, develop a rule for the pattern in words, and make conjectures about further elements or terms in the pattern	› use tables, XY graphs, and diagrams to recognise relationships in a linear pattern, develop a rule for the pattern in words (i.e., that there is a constant amount of change between consecutive elements or terms), and make conjectures about further elements in the pattern
<b>Algorithmic thinking</b>	› create and use an algorithm for generating a pattern or pathway.	› create and use an algorithm for generating a pattern, procedure, or pathway.	› create and use algorithms for making decisions that involve clear choices.

### Teaching considerations

**Represent** the equal sign as 'the same as' to demonstrate it is a symbol of equivalence.

**Explain** the difference between an expression (e.g.,  $4 \times 5$ ), an equation (e.g.,  $4 \times 5 = 20$ ), and an inequality (e.g.,  $4 \times 5 < 4 \times 6$ ).

Have students practise the use of equal and inequality symbols.

**Investigate** inverse operations to find missing numbers in equations.

**Explain** vocabulary in relation to patterns (e.g., ordinal, element, term, position, rule) and how to record the position and term for each element in a pattern.

**Investigate** visual patterns (e.g., tivaevae), making block patterns and **representing** patterns using pictures and materials.

**Represent** a procedure as a sequence of step-by-step instructions (an algorithm). Follow the sequence by 'acting it out', asking students to describe and record each step.

**Investigate** giving directions for, or describing, the most efficient pathway on a maze or map, and sorting numbers according to a set of instructions (e.g., "Sort the odd numbers ... the multiples of 5").

**Explain** and **justify** how a procedure has been broken into steps, the order of the steps, whether there were any errors or omissions, and, if so, how they were corrected.

At years 4-5, **investigate** creating a sequence of instructions (e.g., to draw a polygon or move through a maze), using digital tools or on paper. **Connect** with geometry when giving directions or describing pathways.

At year 5, **connect** algorithmic thinking to a procedure for an operation (e.g., for multiplying two numbers).

At years 5-6, **investigate** identifying the transformations used to create geometric patterns.

At year 6, **investigate** using classification diagrams to identify an object, a shape, or data based on multiple characteristics.

## Measurement

	During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
<b>Measuring</b>	› measure body parts (e.g., the arm) or familiar objects and use these as benchmarks to estimate and then measure length, mass (weight), capacity, and duration, using appropriate metric or time-based units	› estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units	› estimate and then accurately measure length, mass (weight), capacity, temperature, and duration, using appropriate metric or time-based units or a combination of units
	› use appropriate units to describe length, mass (weight), capacity, and time	› use the appropriate tool for a measurement and the appropriate unit for the attribute being measured	› select and use the appropriate tool for a measurement and the appropriate unit for the attribute being measured
	› use the metric measurement system to explore relationships between units	› use the metric measurement system to explore relationships between units, including relationships represented by benchmark fractions and decimals	› convert between common metric units for length, mass (weight), and capacity, and use decimals to express parts of wholes in measurements
	› recognise that angles can be measured in degrees, using 90, 180, and 360 degrees as benchmarks	› describe angles using the terms acute, right, obtuse, straight, and reflex, comparing them with benchmarks of 90, 180, and 360 degrees	› visualise, measure, and draw (to the nearest degree) the amount of turn in angles up to 360 degrees
	› tell the time to the nearest 5 minutes, using the language of ‘minutes past the hour’ and ‘to the hour’	› describe the differences in duration between units of time (e.g., days and weeks, months, and years), and solve duration-of-time problems involving ‘am’ and ‘pm’ notation	› convert between units of time and solve duration-of-time problems, in both 12- and 24-hour time systems

### Teaching considerations

**Investigate** practical measuring situations, and have students practise the accurate use and reading of rulers, scales, timers, thermometers, and measuring jugs.

**Explain** and accurately measure:

- › at year 4, centimetres, metres, grams, kilograms, and litres, connecting with half units (e.g., 500 mL = 0.5 L)
- › at years 5–6, centimetres, metres, millimetres, grams, kilograms, litres, millilitres, and degrees Celsius.

**Connect** reading a measuring tool with rounding to the nearest given unit (e.g., 3.6 cm to the nearest cm).

Discuss the meaning of measurements in context. Explain benchmarks and prompt students to develop them (e.g., “A big step is about a metre, so roughly how long is our classroom?”)

**Explain** and **justify** the use of appropriate metric units or tools for measuring a given attribute with the precision necessary for the problem, noting that using smaller units provides more accuracy.

**Explain** measurement prefixes (e.g., milli-, centi-), how they **connect** metric units, and how they are based on powers of ten and relate to place value.

**Investigate** how measures can be partitioned and combined like other numbers, and how smaller units are created by equally partitioning larger units.

**Investigate** different angles using physical and digital tools and angles in the environment, and comparing and classifying them as acute, right, reflex, or obtuse.

Make **connections** between angles, fractions of a circle, and turns.

At year 6, **explain**, demonstrate, and have students practise estimating angles and measuring and drawing them using a protractor.

**Represent** time using:

- › digital and analogue clocks (at year 4), to practise telling the time
- › analogue and digital forms (e.g., “It’s 12:45, or a quarter to one.”)

**Investigate** using calendars, timetables, schedules, and number lines to work out the time between two events or the duration of an event. Explore solar calendars (e.g., Roman, Gregorian) and lunar calendars (e.g., maramataka Māori, Chinese).

**Explain** subtracting for duration and inclusive counting (e.g., “For the number of days between now and next Tuesday, start counting from today”).

**Explain** relationships between the units of time (e.g., 60 seconds to the minute, 60 minutes to the hour, 24 hours in a day, 365 days in a year), and use them to convert between units of time.

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Perimeter, area, and volume</b>	<ul style="list-style-type: none"> <li>› visualise, estimate, and measure:               <ul style="list-style-type: none"> <li>– the perimeter of polygons, using metric units (cm and m)</li> <li>– the area of shapes covered with squares or half squares</li> <li>– the volume of shapes filled with centicubes, taking note of layers and stacking.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› visualise, estimate, and calculate:               <ul style="list-style-type: none"> <li>– the perimeter of regular polygons (in m, cm, and mm)</li> <li>– the area of shapes covered with squares or partial squares</li> <li>– the volume of rectangular prisms filled with centicubes, taking note of layers and stacking.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› visualise, estimate, and calculate the area of rectangles and right-angled triangles (in <math>\text{cm}^2</math> and <math>\text{m}^2</math>) and the volume of rectangular prisms (in <math>\text{cm}^3</math>), by applying multiplication.</li> </ul>

## Geometry

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Shapes</b>	<ul style="list-style-type: none"> <li>› identify, classify, and describe the attributes of polygons (including triangles and quadrilaterals) using properties of shapes, including line and rotational symmetry</li> </ul>	<ul style="list-style-type: none"> <li>› identify, classify, and describe the attributes of:               <ul style="list-style-type: none"> <li>– regular and irregular polygons, using edges, vertices, and angles</li> <li>– prisms, using cross sections, faces, edges, and vertices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› identify, classify, and explain similarities and differences between:               <ul style="list-style-type: none"> <li>– 2D shapes, including different types of triangle</li> <li>– prisms and pyramids</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>› compare angles in 2D shapes, classifying them as equal to, smaller than, or larger than a right angle</li> </ul>	<ul style="list-style-type: none"> <li>› identify and describe parallel and perpendicular lines, including those forming the sides of polygons</li> </ul>	<ul style="list-style-type: none"> <li>› identify and describe the interior angles of triangles and quadrilaterals</li> </ul>
<b>Spatial reasoning</b>	<ul style="list-style-type: none"> <li>› identify the 2D shapes that compose 3D shapes (e.g., a triangular prism is made from two triangles and three rectangles)</li> </ul>	<ul style="list-style-type: none"> <li>› visualise 3D shapes and connect them with nets, 2D diagrams, verbal descriptions, and the same shapes drawn from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>› visualise and draw nets for rectangular prisms</li> </ul>
	<ul style="list-style-type: none"> <li>› visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D shape</li> </ul>	<ul style="list-style-type: none"> <li>› resize (enlarge or reduce) a 2D shape</li> </ul>	<ul style="list-style-type: none"> <li>› visualise, create, and describe 2D geometric patterns and tessellations, using rotation, reflection, and translation and identifying the properties of shapes that do not change</li> </ul>

<b>Teaching considerations</b>
<p><b>Investigate</b> practical measuring situations and <b>connect</b>:</p> <ul style="list-style-type: none"> <li>› finding area with multiplication arrays</li> <li>› finding area and volume with the commutative property of multiplication</li> <li>› how part-units can be combined using number concepts, when finding the area of a shape</li> <li>› the area of a right-angled triangle with half the area of a square.</li> </ul> <p>Have students <b>represent</b> written methods for calculating, with clearly laid-out working.</p>

<b>Teaching considerations</b>
<p>Use a range of 2D and 3D shapes, including tactile shapes, diagrams, student-made constructions, and digital shapes.</p> <p><b>Investigate</b> line and rotational symmetry using mirrors and tracing paper.</p> <p><b>Connect</b> to algorithmic thinking by making classification diagrams for classifying shapes.</p>
<p><b>Investigate</b> interior angles using digital tools and paper shapes to <b>generalise</b> that the interior angles of a triangle add to <math>180^\circ</math> and those of a quadrilateral add to <math>360^\circ</math>.</p> <p><b>Connect</b> these understandings to ideas about right angles, straight lines, and full turns.</p>
<p><b>Represent</b> 3D shapes using digital tools, sketches, blocks, and student-made constructions.</p> <p><b>Investigate</b> nets that will or will not fold, and match solid shapes with nets.</p>
<p><b>Investigate</b> using 2D shapes, squared paper, mirrors, and tracing paper to make and test conjectures about the effects of transformations.</p> <p>At year 5, use a grid to scale a shape and connect the scaling with multiplication or division.</p> <p>At year 6, <b>generalise</b> the properties of shapes that do not change when transformed (e.g., “Which properties of a square stay the same when we rotate it 90 degrees?”)</p>

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Pathways</b>	<ul style="list-style-type: none"> <li>› use grid references to identify regions and plot positions on a grid map</li> <li>› interpret and describe pathways, including those involving half and quarter turns and the distance travelled.</li> </ul>	<ul style="list-style-type: none"> <li>› interpret and create grid maps to plot positions and pathways, using grid references and directional language, including the four main compass points.</li> </ul>	<ul style="list-style-type: none"> <li>› interpret and create grid references and simple scales on maps</li> <li>› use directional language, including the four main compass points, turn (in degrees), and distance (in m, km) to locate and describe positions and pathways.</li> </ul>

## Statistics

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Problem</b>	<ul style="list-style-type: none"> <li>› use multivariate data to investigate summary and comparison situations with categorical and discrete numerical data, by:               <ul style="list-style-type: none"> <li>– posing an investigative question that can be answered with data</li> <li>– making conjectures or assertions about expected findings</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>› use multivariate data to investigate summary, comparison, and time-series situations, by:               <ul style="list-style-type: none"> <li>– posing an investigative question that can be answered with data</li> <li>– making conjectures or assertions about expected findings</li> </ul> </li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>› plan how to collect primary data to support answering the investigative question, including:               <ul style="list-style-type: none"> <li>– deciding on the group of interest</li> <li>– deciding on the variable or variables for which data will be collected</li> <li>– taking account of ethical practices in data collection</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>› plan how to collect primary data or how to use provided data, including identifying the variables of interest and, for provided data:               <ul style="list-style-type: none"> <li>– identifying who the data was collected from</li> <li>– identifying the original investigator's purpose for collecting the data</li> <li>– deciding if the source is reliable (e.g., by checking if survey questions appear to be biased towards a particular point of view)</li> </ul> </li> </ul>

<b>Teaching considerations</b>
<p><b>Investigate</b> different types of maps (e.g., schematic, topographical, and digital maps).</p> <p><b>Explain</b> pathways using directional language, including te reo Māori (e.g., whakamua/forwards, whakamuri/backwards, whakamaui/to the left, whakamataui/to the right, raki/north, tonga/south, rāwhiti/east, uru/west).</p> <p><b>Connect</b> compass points and directional language with turns and angles, and simple scales with proportional reasoning.</p>

<b>Teaching considerations</b>
<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>› pose summary and comparison <b>investigative</b> questions</li> <li>› pose time-series <b>investigative</b> questions (at year 6).</li> </ul> <p><b>Connect</b> questions to areas of interest and value to the students and their communities.</p>
<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>› ask interrogative questions about sources and ethical practices</li> <li>› develop and closely examine survey or data-collection questions</li> <li>› define or establish measures for variables</li> <li>› identify 'who, what, where, when, and how' when using secondary datasets.</li> </ul>

	<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Data</b>	<ul style="list-style-type: none"> <li>› use a variety of tools to collect the data, and check for errors in it</li> </ul>	<ul style="list-style-type: none"> <li>› use a variety of tools to collect the data, check for errors in it, and correct them by re-collecting the data, if possible</li> </ul>	<ul style="list-style-type: none"> <li>› collect primary data and check for errors, and provide information about variables in secondary data (e.g., how data was collected for them and possible outcomes for them)</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>› create and describe data visualisations to make meaning from the data, with statements including the name of the variable</li> </ul>	<ul style="list-style-type: none"> <li>› create and describe data visualisations to make meaning from the data, with statements including the names of the variable and group of interest</li> </ul>	<ul style="list-style-type: none"> <li>› create and describe a variety of data visualisations to make meaning from the data, identifying features, patterns, and trends in context, and including the variable and group of interest</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>› choose descriptive statements that best answer the investigative question, reflecting on findings and how they compare with initial conjectures or assertions</li> </ul>	<ul style="list-style-type: none"> <li>› answer the investigative question, comparing findings with initial conjectures or assertions and their existing knowledge of the world</li> </ul>	
<b>Statistical literacy</b>	<ul style="list-style-type: none"> <li>› check the statements that others make about data to see if they make sense, using information to clarify or correct statements where needed.</li> </ul>	<ul style="list-style-type: none"> <li>› check and, if necessary, improve the statements others make about data, including data from two or more sources.</li> </ul>	<ul style="list-style-type: none"> <li>› identify, explain, check, and, if necessary, improve features in others' data investigations (e.g., biased survey questions, misleading information or statements).</li> </ul>

<b>Teaching considerations</b>
<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>› use a range of <b>representations</b> for recording data</li> <li>› identify what errors in data look like.</li> </ul> <p><b>Connect</b> multiple variables for individuals, explaining that most datasets use a table design in which each row focuses on an individual and each column includes the data on multiple individuals for one variable.</p>
<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>› <b>represent</b> and analyse data visualisations, creating them at first by hand and then with digital tools</li> <li>› identify the different features of data that the data visualisation reveals and how to describe them</li> <li>› read the data, and read 'between' the data.</li> </ul> <p><b>Explain</b> how different data visualisations have different features and how to describe them in context (e.g., in relation to frequency, modes, modal groups, patterns, trends, values for numerical variables).</p>
<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>› choose the best descriptive statements that answer an investigative question</li> <li>› prepare their findings and explain them to others.</li> </ul>
<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>› identify misleading data visualisations, match others' data visualisations with their statements, and check the claims made by others</li> <li>› interpret pie graphs (but not how to create them)</li> <li>› <b>explain</b> and <b>justify</b> the effectiveness of data visualisations in representing others' findings, using interrogative questions.</li> </ul>

## Probability

	During year 4 <i>Informed by prior learning, teach students to:</i>	During year 5 <i>Informed by prior learning, teach students to:</i>	During year 6 <i>Informed by prior learning, teach students to:</i>
<b>Probability investigations</b>	<ul style="list-style-type: none"> <li>› engage in chance-based investigations with equally likely outcomes by:               <ul style="list-style-type: none"> <li>- posing an investigative question</li> <li>- anticipating and then identifying possible outcomes for the investigative question</li> <li>- generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome</li> <li>- creating data visualisations for possible outcomes</li> <li>- describing what these visualisations show</li> <li>- finding probabilities as fractions</li> <li>- answering the investigative question</li> <li>- reflecting on anticipated outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› engage in chance-based investigations, including those with not equally likely outcomes, by:               <ul style="list-style-type: none"> <li>- posing an investigative question</li> <li>- anticipating and then identifying possible outcomes for the investigative question</li> <li>- generating all possible ways to get each outcome (a theoretical approach), or undertaking a probability experiment and recording the occurrences of each outcome</li> <li>- creating data visualisations for possible outcomes</li> <li>- describing what these visualisations show</li> <li>- finding probabilities as fractions</li> <li>- answering the investigative question</li> <li>- reflecting on anticipated outcomes</li> <li>- (at year 6) comparing findings from the probability experiment and associated theoretical probabilities, if the theoretical model exists</li> </ul> </li> </ul>	
<b>Critical thinking in probability</b>	<ul style="list-style-type: none"> <li>› agree or disagree with others' conclusions about chance-based investigations.</li> </ul>	<ul style="list-style-type: none"> <li>› evaluate others' statements about chance-based investigations, with justification.</li> </ul>	<ul style="list-style-type: none"> <li>› identify, explain, and check others' statements about chance-based investigations, referring to evidence.</li> </ul>

### Teaching considerations

**Investigate** everyday chance-based situations in order to explore and experience the chance, randomness, variation, and distribution of outcomes.

Use digital tools to conduct a large number of trials in order to see what a probability estimate and probability distributions look like.

Support students to **represent**:

- › probability outcomes (theoretical and experimental) using lists, tables, tally charts, visualisations of distributions, words, and numbers
- › the chance of an outcome occurring using fractions, decimals, and percentages.

**Connect** investigative questions to outcomes and with all possible ways to get the outcomes.

**Connect** anticipated outcomes with theoretical and experimental distributions.

Show, with student input, how to:

- › match the results of chance-based investigations with statements, and check the claims in others' investigations
- › **explain** and **justify** the statements made by others about chance-based investigations, using interrogative questions.

## The language of mathematics and statistics: Phase 2

	<b>Year 4</b> <i>Students will know the following new words:</i>		<b>Year 5</b> <i>Students will know the following new words:</i>		<b>Year 6</b> <i>Students will know the following new words:</i>	
<b>Number</b>	<ul style="list-style-type: none"> <li>› addend</li> <li>› convert</li> <li>› decimal</li> <li>› decimal place</li> <li>› decimal point</li> <li>› improper fraction</li> <li>› mixed number</li> </ul>	<ul style="list-style-type: none"> <li>› rename</li> <li>› scale</li> <li>› tenth</li> </ul>	<ul style="list-style-type: none"> <li>› change</li> <li>› divisor, dividend, quotient, remainder</li> <li>› factor</li> <li>› hundredth</li> <li>› multiple</li> <li>› product</li> </ul>	<ul style="list-style-type: none"> <li>› proportion</li> </ul>	<ul style="list-style-type: none"> <li>› efficient</li> <li>› inverse operation</li> <li>› percentage</li> <li>› simplest form</li> <li>› square number</li> <li>› thousandth</li> </ul>	
<b>Algebra</b>	<ul style="list-style-type: none"> <li>› conjecture</li> <li>› relationship</li> </ul>		<ul style="list-style-type: none"> <li>› algorithm</li> <li>› corresponding element</li> <li>› procedure</li> </ul>		<ul style="list-style-type: none"> <li>› constant</li> <li>› equality, inequality</li> <li>› linear pattern</li> <li>› XY graph</li> </ul>	
<b>Measurement</b>	<ul style="list-style-type: none"> <li>› angle</li> <li>› benchmark</li> <li>› degree</li> <li>› kilogram</li> <li>› minutes past, minutes to</li> </ul>		<ul style="list-style-type: none"> <li>› a.m., p.m.</li> <li>› acute angle</li> <li>› attribute</li> <li>› degrees celsius</li> <li>› kilometre, millimetre</li> <li>› obtuse, reflex, right, or straight angle</li> </ul>	<ul style="list-style-type: none"> <li>› timetable</li> </ul>	<ul style="list-style-type: none"> <li>› cubic centimetre, cubic metre</li> <li>› protractor</li> <li>› square centimetre, square metre</li> </ul>	

	<b>Year 4</b> <i>Students will know the following new words:</i>		<b>Year 5</b> <i>Students will know the following new words:</i>		<b>Year 6</b> <i>Students will know the following new words:</i>	
<b>Geometry</b>	<ul style="list-style-type: none"> <li>› grid reference</li> <li>› rotational symmetry</li> </ul>		<ul style="list-style-type: none"> <li>› compass points</li> <li>› cross section</li> <li>› net</li> <li>› parallel or perpendicular line</li> <li>› perspective</li> </ul>	<ul style="list-style-type: none"> <li>› prism</li> <li>› regular or irregular polygon</li> <li>› resize, enlarge, reduce</li> </ul>	<ul style="list-style-type: none"> <li>› centre of rotation</li> <li>› clockwise, anticlockwise</li> <li>› interior angle</li> <li>› map scale</li> </ul>	<ul style="list-style-type: none"> <li>› right-angled, equilateral, isosceles, or scalene triangle</li> <li>› tessellation</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>› analysis</li> <li>› assertion</li> <li>› investigative question</li> <li>› conclusion</li> </ul>		<ul style="list-style-type: none"> <li>› categorical</li> <li>› data visualisation</li> <li>› discrete numerical</li> <li>› group of interest</li> <li>› source</li> </ul>		<ul style="list-style-type: none"> <li>› comparison or summary investigative question</li> <li>› feature</li> <li>› misleading</li> <li>› mode</li> </ul>	<ul style="list-style-type: none"> <li>› primary or secondary data</li> <li>› trend</li> </ul>
<b>Probability</b>	<ul style="list-style-type: none"> <li>› chance-based investigation</li> <li>› equally likely outcome</li> <li>› probability experiment</li> </ul>		<ul style="list-style-type: none"> <li>› evaluate</li> <li>› not an equally likely outcome</li> </ul>		<ul style="list-style-type: none"> <li>› evidence</li> </ul>	

Phase

3

Years 7-8

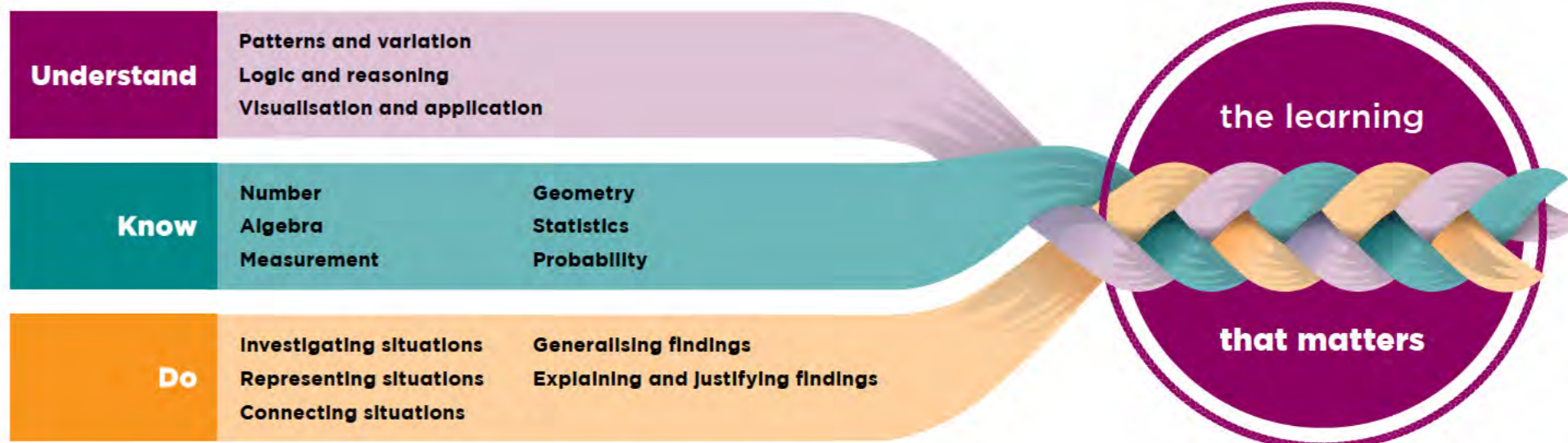
### Progress outcome by the end of year 8

*Seeing ourselves in the wider world and advocating with and for others  
Te aro atu ki te ao whānui me te kōkiri kaupapa hei hāpai tahi i ētahi atu*

The critical focus of phase 3 is for all students to see themselves in the wider world and to advocate with and for others. Students use logic and reasoning to identify and solve problems, make connections between mathematical and statistical concepts, and investigate patterns and variation. They communicate mathematically and statistically, using notation, conventions, and vocabulary to clearly explain and justify their approaches to solving problems. Students select, use, and adapt representations to visualise and

extend their reasoning (e.g., number lines to represent integers, equations to represent linear patterns). They make generalisations and identify unknown quantities (e.g., the size of angles) and use data visualisations to investigate claims and make conjectures.

The phase 3 progress outcome describes the understanding, knowledge, and processes that students have multiple opportunities to develop over the phase.



The phase 2 progress outcome is found on the following two pages.

## Understand

As students build knowledge through their use of the mathematical and statistical processes, they expand their understanding of the following.

### Patterns and variation | Ngā ia auau me ngā rerekētanga

The world is full of patterns and is defined by a multitude of relationships in which change and variation occur. Mathematics and statistics provide structures that are useful for noticing, exploring, and describing different types of patterns and relationships, enabling us to generate insights or make conjectures.

### Logic and reasoning | Te whakaaro arorau me te whakaaroaro

By engaging with mathematical concepts, we develop logical reasoning and critical thinking skills that enable us to evaluate information, question assumptions, and present arguments with clarity. Statistical reasoning from observation and theory allows us to differentiate what is probable from what is possible and to draw reliable conclusions about what is reasonable.

### Visualisation and application | Te whakakite me te whakatinana

The visualisation of mathematical and statistical ideas profoundly influences how we perceive, understand, and interact with abstract concepts. Application in mathematics and statistics involves creating structures and processes that help us understand complex situations, enabling better decision making and communication of ideas.

## Know

### Number | Mātauranga tau

By the end of this phase, students know that some numbers have special properties (e.g., primes, composites, squares, square roots, cubes). A fraction can describe a proportional relationship between two amounts. Every fraction can be represented by an infinite set of equivalent fractions that occupy the same point on the number line. Multiplying a fraction by an equivalent form of 1, such as  $\frac{3}{3}$ , results in an equivalent fraction that can be useful for comparing, adding, and subtracting fractions. Decimals continue the place-value system using negative powers of ten. They can be terminating, repeating and infinite, or non-repeating and infinite.

Students come to know that integers are positive and negative whole numbers and include zero. To compare relative magnitude, integers, fractions, and decimals can be represented on a number line. There are real-life situations described by quantities less than zero (e.g., temperature, below sea level, debt), and these quantities can be operated on.

Students also come to know that when evaluating or forming expressions, the order of operations is important. Operations inside brackets (i.e., grouped together) are done first, then powers or exponents. If there are multiplication and division, these are then done in left-to-right order; finally, addition and subtraction are also done in left-to-right order. Division can result in a remainder expressed as a whole number, fraction, or decimal.

### Algebra | Taurangi

By the end of this phase, students know that the inverse property applies to addition and multiplication. Inequalities can also include 'or equal to' ( $\leq$ ,  $\geq$ ) to show a relationship that allows for the possibility of equality. In algebra, a variable can be used to represent an unknown number, a quantity that can vary or change

(e.g.,  $y = 3x + 4$ ;  $A = bh$ ), or a specific unknown value to be solved for (e.g.,  $3a = 18$ ). In algebra, there are conventional ways of writing multiplication and division.

Students also come to know that linear patterns have a constant increase or decrease and their XY graphs are straight lines. Not all patterns are linear. Algorithms help solve problems in a systematic way. Their instructions are created, tested, and revised.

### Measurement | Ine

By the end of this phase, students know that in the metric system there are base measurements, with prefixes added to show the size of units. A measurement can be converted from smaller to bigger units, and vice versa, by multiplying or dividing by powers of 10. Length is a one-dimensional measure, area is a two-dimensional measure, and volume is a three-dimensional measure. This is apparent in the notation of units (e.g., cm,  $\text{cm}^2$ ,  $\text{cm}^3$ ). Shapes can be decomposed or recomposed to help us find their measurements (e.g., their perimeters, areas, volumes).

### Geometry | Āhuahanga

By the end of this phase, students know that the spatial properties of simple polygons and polyhedra can also apply to more complex two- and three-dimensional shapes. Properties of two- and three-dimensional shapes that do not change under a transformation are called invariant. Unknown angles can be found using the properties of angles on a straight line, angles at a point, vertically opposite angles, and interior angles in triangles and quadrilaterals. Viewing objects from different angles gives different perspectives, which can be represented in models and diagrams. Position, direction, and pathways can be described using scale, compass points, and environmental features. Coordinate systems and maps can express position, direction, and pathways.

### Statistics | Tauanga

By the end of this phase, students know that data collection and use involves a responsibility to protect the rights of people (in relation to data about them) and the ethical use and interpretation of data. People need to understand who they are giving data to and why, before they agree to contribute to a dataset. The statistical enquiry cycle (PPDAC) can be used to conduct data-based investigations about the wider community. There are different types of questions used when undertaking statistical investigations: investigative (summary, comparison, relationship, or time-series), survey, data-collection, interrogative, and analysis questions. Data visualisations show patterns, trends, and variations. Alternative visualisations of the same data can lead to different insights and communicate different information. A distribution is formed from all the possible values of a variable and their frequencies. A relationship investigation looks for a connection between paired numerical or paired categorical variables. Conjectures or assertions may not be reflected in the data, and so may need to be revised or abandoned.

### Probability | Tūponotanga

By the end of this phase, students know that a probability experiment involves repeated trials. Results from sets of repeated trials for the same experiment may vary. Some chance-based situations, such as rolling a weighted dice, can only be explored by probability experiments. Estimates of probabilities from experiments should be based on a very large number of trials (the 'law of large numbers'). The estimated probability of an event from an experiment equals the relative frequency for that event.

Students come to know that if all possible outcomes in a chance-based situation are assumed to be equally likely, the probability of an event equals the number of ways the event can happen divided by the total number of possible outcomes. The statistical enquiry cycle (PPDAC) can be used to conduct probability experiments. For a given situation, probability estimates from experiments and outcomes for theoretical probability models will differ. Probability distributions from experiments and theoretical models will also differ.

## Do

### Investigating situations | Te tūhura pūāhua

By the end of this phase, students can pose a question for investigation, find entry points for addressing the question, and plan an investigation pathway and follow it in an organised way. They can identify relevant prior knowledge, conditions, assumptions, and relationships. They can monitor and evaluate progress, adjusting the investigation pathway if necessary, and make sense of outcomes or conclusions in light of a given situation and context.

### Representing situations | Te whakaata pūāhua

By the end of this phase, students can use representations to find, compare, explore, simplify, illustrate, prove, and justify patterns, variations, and trends. They use representations to learn new ideas, explain ideas to others, investigate conjectures, and support arguments. They select, create, or adapt appropriate mental, oral, physical, virtual, graphical, or diagrammatic representations. They use visualisation to mentally represent and manipulate relationships, objects, and ideas.

### Connecting situations | Te tūhono pūāhua

By the end of this phase, students can suggest connections between concepts, ideas, approaches, and representations. They connect new ideas to things they already know. They make connections to ideas in other learning areas and with diverse contexts.

### Generalising findings | Te whakatauwahānui i ngā kitenga

By the end of this phase, students can notice and explore patterns, structure, and regularity and make conjectures about them. They identify relationships, including similarities, differences, and new connections. They represent specific instances and look for when conjectures about them might be applied in another situation or always be true. They test conjectures, using reasoning and counterexamples to decide if they are true or not. They use appropriate symbols to express generalisations.

### Explaining and justifying findings | Te whakamārama me te parahau i ngā kitenga

By the end of this phase, students can make statements and give explanations inductively based on observations or data. They make deductions based on knowledge, definitions, and rules. They critically reflect on others' thinking, distinguishing between correct and flawed logic and asking questions to clarify and understand. They use evidence, reasoning, and proofs to explain why they agree or disagree with statements. They develop collective understandings by sharing, comparing, contrasting, critiquing, and building on ideas with others. They present reasoned, coherent explanations and arguments for an idea, solution, or process.

## Teaching sequence

*Seeing ourselves in the wider world and advocating with and for others*  
*Te aro atu ki te ao whānui me te kōkiri kaupapa hei hāpai tahi i ētahi atu*

This section describes how the components of a comprehensive teaching and learning programme for the mathematics and statistics learning area are used during the third phase of learning at school.

Throughout phase 3, demonstrate, highlight, and affirm an attitude of exploration, enthusiasm, and curiosity towards mathematical and statistical endeavour and challenge, holding high expectations for every student. In this phase, students critically reflect on others' reasoning, evaluating their logic and asking questions for clarification. To promote this, facilitate ongoing discussions and reflections about established expectations for interactions in mathematical and statistical learning, reinforcing that all students will be involved. Support increasing agency for students in making decisions about investigations and problem solving (e.g., while planning their approach, selecting representations, justifying their findings).

Continuously monitor students' cognitive load, reasoning, questions, and use of representations, and respond quickly to address any issues and misconceptions. Ensure teaching builds on what students already understand, know, and can do.

### Explicit teaching

- › Use worked examples and break down new learning into clearly explained, manageable steps. Show students efficient written and mental methods. Use examples where there may be an error, misconception, or missing step, to support students to develop critical-analysis and reasoning skills.
- › Plan for students to actively recall learning, practise new procedures and processes, and make connections with prior learning. Provide regular opportunities to practise, so that students maintain their automatic recall of facts and continue to develop procedural fluency and reasoning. Following sufficient blocked practice to achieve proficiency, provide practice opportunities that interleave a mixture of operations or approaches, rather than working on only one concept or procedure in a specific way.

### Positive relationships with mathematics and statistics

- › Provide authentic tasks that reflect students' experiences, interests, and the wider world.
- › Demonstrate and teach strategies for perseverance (e.g., trying another way, drawing a diagram, talking about the task with another student).

### Rich tasks

- › Design investigations where students experience rich mathematical situations, as well as investigations where students use their findings to make decisions in their lives (e.g., making a savings plan). When planning an investigation, help students to identify appropriate questions, as well as the mathematical and statistical concepts, procedures, and representations they will need.
- › Design tasks that have multiple entry and exit points and more than one solution or pathway.
- › Teach problem-solving and investigation strategies such as:
  - making sense of the problem by drawing a diagram or considering previously solved problems to identify strategies that can be reapplied
  - trying some sequential numbers, recording the results in a table, and looking for patterns
  - identifying key information in the problem and connecting it to prior knowledge
  - translating a word problem into a linear equation, to solve for an unknown quantity
  - recording calculations in an organised way, using correct mathematical notation
  - checking the reasonableness of findings.

### Communication in mathematics and statistics

- › Set up opportunities for students to actively listen, reflect, and build on each other's thinking and learning. Use discourse-based tools and a range of open questions to facilitate productive and thought-provoking discussions. Over the phase, encourage students to convert their observations into a conjecture or claim and to use evidence to justify their claims and findings. Plan to balance 'teacher talk' with opportunities for rich, extended student interactions and discussions.
- › Encourage students to select and use representations that best support the learning purpose, including graphs, tables, and equations. Over the phase, support them to increasingly use equations to represent their reasoning and to visualise situations by drawing a diagram, which can give them a way into a problem.
- › Teach and use mathematical and statistical vocabulary and concepts. Ensure students connect the correct vocabulary to the learning purpose and problem (e.g., by using the Frayer model's four quadrants: definition, characteristics, example, non-example). Where possible, draw on students' first and heritage languages so that they can use their languages as a resource to connect their thinking and learning.
- › Prompt students to share their thinking when using visualisation to represent and manipulate relationships, shapes, quantities, and data (e.g., to predict or deduce the effect of a transformation; view a solid shape from different perspectives; use coordinate pairs and locations; identify terms in a growing pattern).

# Number

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Number structure</b>	› identify, read, write, compare, and order whole numbers using powers of 10 (e.g., $10,000 = 10^4$ )	› identify, read, write, compare, and order whole numbers and decimals using powers of 10 (e.g., $0.01 = \frac{1}{100} = 10^{-2}$ )	<b>Represent</b> and order numbers using place-value (PV) expanders or charts and number lines.
	› find the highest common factor (HCF) of two numbers under 100, and find the least common multiple (LCM) of two numbers under 10	› use prime factorisation to represent a number and to find the HCF of two numbers	<b>Represent</b> factors using factor trees, or systematic lists. <b>Connect</b> HCFs to simplifying fractions, and LCMs to renaming fractions. <b>Generalise</b> conjectures about prime or composite numbers by investigating factors.
	› use exponents to represent repeated multiplication, and identify square roots of square numbers up to at least 100	› identify and describe the properties of prime and composite numbers up to at least 100 and cube numbers up to at least 125	<b>Investigate</b> and <b>generalise</b> divisibility tests for composite and prime numbers, and <b>connect</b> the results to square and cube numbers and square roots. <b>Investigate</b> and <b>explain</b> patterns in repeated multiplication and <b>represent</b> them using exponent notation. <b>Connect</b> prime and composite numbers with factors, and <b>represent</b> a number as a product of its prime factors (prime factorisation).
<b>Operations</b>	› use rounding and estimation to predict results and to check the reasonableness of calculations	› use rounding, estimation, and benchmarks to predict results and to check the reasonableness of calculations	<b>Explain</b> efficient methods for supporting estimation (e.g., when adding a long list of numbers, look for numbers that can be grouped and summed to roughly 10, 100, 1000). <b>Connect</b> operations to benchmarks to make estimates (e.g., 73% is roughly $\frac{3}{4}$ ).
	› round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, or whole number	› round whole numbers to any specified power of 10, and round decimals to the nearest tenth, hundredth, thousandth, or whole number	<b>Explain</b> and <b>justify</b> findings, by connecting to estimates and other checking methods such as using the inverse operation.
	› recall multiplication facts to at least $10 \times 10$ and identify and describe the divisibility rules for 2, 3, 5, 9, and 10	› identify and describe the divisibility rules for 2-11	<b>Investigate</b> patterns in multiples in 100s boards and multiplication charts to <b>generalise</b> divisibility rules.

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Operations</b>	› multiply whole numbers		<b>Explain</b> and demonstrate efficient methods using worked examples, including: › the vertical-column method for division and multiplication, ensuring students understand and practise the procedure and <b>connect</b> with place value, known facts, and estimation › making estimates or mental calculations by connecting to place value, partitioning, and known facts.
	› divide whole numbers by one- or two-digit divisors (e.g., $327 \div 5 = 65.4$ or $65\frac{2}{5}$ )	› divide whole numbers (e.g., $327 \div 15 = 21.8$ or $21\frac{4}{5}$ )	<b>Investigate, explain,</b> and <b>justify</b> which method (including the use of digital tools) best suits a given situation. Have students practise decoding and solving word problems and representing them as equations. Represent and make sense of remainders as fractions, as decimals, and when rounded to the nearest whole number.
	› use the order of operations	› use the order of operations	Use worked examples to demonstrate a step-by-step layout with only one equal sign per line. Demonstrate how to use the mnemonic GEMA in relation to the order of operations: grouped, exponents, multiplicative ( $\div$ and $\times$ ), additive ( $+$ and $-$ ).
	› order, compare, and locate integers on a number line, and explore adding and subtracting integers	› order, compare, add, and subtract integers	<b>Generalise</b> that a positive number has an opposite negative number, and that when they are added, the answer is zero (e.g., $4 + -4 = 0$ ). <b>Explain</b> how to: › find the number of steps between two given numbers on a number line (e.g., -5 and 7) › 'read' equations with integers on a number line (e.g., "To solve $-9 + 8$ , start at -9 and move eight numbers in the positive direction.") › use inequality symbols to compare two integers (e.g., $-5 < -3$ ). <b>Investigate</b> adding and subtracting integers, using number lines and two-sided counters. <i>(continued on the next page)</i>

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Operations</b>			<i>(continued from the previous page)</i> <b>Explain</b> the direction of movement on a number line when adding and subtracting integers, and <b>generalise</b> that: <ul style="list-style-type: none"> <li>› adding a negative number makes the original number smaller (e.g., <math>4 + -3 = 1</math>)</li> <li>› subtracting a negative number makes the original number larger (e.g., <math>-7 - (-3) = -4</math>).</li> </ul> <b>Investigate</b> situations where negative integers are used (e.g., temperature, altitude, debt, profit and loss).
<b>Rational numbers</b>	› identify, read, write, and represent fractions, decimals (to three places), and percentages	› identify, read, write, and represent fractions, decimals, and percentages	<b>Explain and represent:</b> <ul style="list-style-type: none"> <li>› percentages using 100s squares,</li> <li>› comparing or ordering fractions, decimals, and percentages using double number lines</li> <li>› decimals or percentages as fractions with denominators of tenths or hundredths, and then renamed to their simplest form</li> <li>› fractions in equivalent forms to support comparing, ordering, and converting.</li> </ul> <b>Explain</b> and demonstrate converting a fraction to a decimal or percentage by connecting to the understanding of fractions as quotients (e.g., $\frac{5}{12} = 5 \div 12$ ). <b>Connect</b> to known benchmarks when comparing and converting (e.g., $\frac{7}{12}$ is a little more than $\frac{6}{12}$ , which is a half or 50%).  <b>Represent</b> decimals using PV expanders or charts, and <b>generalise</b> that multiplying by a power of 10 moves each digit that number of places to the left, and dividing by a power of 10 moves each digit that number of places to the right.  <b>Explain</b> simplifying fractions and finding equivalent fractions by using HCFs and LCMs.
	› compare, order, and convert between fractions, decimals (to three places), and percentages	› compare, order, and convert between fractions, decimals, and percentages	
	› multiply and divide numbers by 10, 100, and 1,000	› multiply and divide numbers by powers of 10	
	› find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers	› find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers	

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Rational numbers</b>	› multiply fractions and decimals by whole numbers	› multiply fractions and decimals by whole numbers	<b>Explain</b> the vertical column method for multiplying decimals, making an estimate before calculating. <b>Connect</b> to the multiplicative identity to <b>generalise</b> that multiplying a whole number by a decimal less than one results in a product less than the original whole number.
	› find a percentage of a whole number, and find a whole amount, given a simple fraction or percentage (e.g., “25% is \$100, what is the total amount?”)	› find a percentage of a whole number, and find a whole amount, given a simple fraction or percentage (e.g., “75% is \$45, what is the total amount?”)	<b>Represent</b> situations involving percentages using bar models to show parts of a whole. <b>Explain</b> how to find a percentage of a whole by using the decimal equivalent to multiply the whole (e.g., 35% of 120 = $0.35 \times 120$ ) or by finding 10%, 5%, or 1% of the whole and using operations (e.g., finding 35% of 120 by finding 10%, multiplying this by 3 to get 30%, then adding half of 10% - $12 \times 3 + 6 = 42$ ).
	› add and subtract fractions with different denominators of up to a tenth, using equivalent fractions (e.g., $\frac{3}{4} + \frac{1}{3}$ )	› add and subtract fractions with different denominators, using equivalent fractions	Demonstrate and <b>explain</b> renaming fractions, using ideas about equivalence and by finding HCFs and LCMs.
	› add and subtract decimals to three decimal places, with an emphasis on estimating before calculating	› add, subtract, and multiply decimals, with an emphasis on estimating before calculating	<b>Connect</b> methods for operating on whole numbers with operating on decimals, making an estimate before calculating. <b>Investigate</b> situations where decimals are compared and the differences between them found (e.g., sporting event times and distances). Have students practise decoding and solving word problems and <b>representing</b> them as equations.
› use proportional reasoning to explore multiplicative relationships between quantities (e.g., “If there are 3 red for every 7 blue balls, how many balls are there altogether when there are 18 red balls?”)	› use proportional reasoning to share with unequal proportions (e.g., “We have 100 stickers to share. For every 1 sticker I get, you get 3. How many do we each get?”)	<b>Investigate</b> proportional reasoning in situations such as mixing paints, cooking from recipes, and sharing resources. <b>Represent</b> situations involving proportional reasoning using diagrams and comparison bar models. <b>Connect</b> proportional reasoning to multiplicative thinking and equivalent fractions.	

	<b>During year 7</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 8</b> <i>Informed by prior learning, teach students to:</i>	<b>Teaching considerations</b>
<b>Financial mathematics</b>	› calculate total cost and change for any amount of money	› create and compare weekly, monthly, and yearly finance plans (e.g., saving plans, phone plans, budgets, and 'buy now, pay later' services)	<p><b>Explain and justify</b> 'best deals', considering personal priorities. Represent financial plans for practical situations using digital tools such as spreadsheets.</p> <p><b>Investigate</b> situations where there are financial percentage losses or gains (e.g., calculating discounts or profits, statistics in the media about growth or decline). <b>Connect</b> the ideas of loss and debt with integers.</p> <p><b>Explain</b>, using worked examples, finding a percentage discount by subtracting from the whole or by multiplying the whole by a decimal fraction (e.g., a 35% discount on \$180 = <math>\\$180 - (0.35 \times \\$180)</math>, or <math>0.65 \times \\$180</math>).</p>
	› apply percentage discounts to whole-dollar amounts.	› apply percentage discounts.	

## Algebra

	<b>During year 7</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 8</b> <i>Informed by prior learning, teach students to:</i>	<b>Teaching considerations</b>
<b>Equations and relationships</b>	› form and solve one-step linear equations (e.g., $t + 7 = 12$ , $2s = 14$ )	› form and solve one- or two-step linear equations (e.g., $5s + 3 = 18$ )	<p>Have students practise writing equations to <b>represent</b> word problems. Demonstrate solving one- or two-step equations and using the inverse operation to check findings.</p> <p><b>Investigate</b> variable values in practical situations with familiar formulae (e.g., for area, volume, speed). Have students practise substituting measurements or given values into formulae.</p>
	› find the value of an expression or formula, given the values of variables (e.g., "Calculate $w + 12$ when $w = 4$ ")	› find the value of an expression or formula, given the values of variables	

	<b>During year 7</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 8</b> <i>Informed by prior learning, teach students to:</i>	<b>Teaching considerations</b>
<b>Equations and relationships</b>	› describe and use the commutative, distributive, and associative properties of operations (e.g., $a \times b = b \times a$ )	› simplify algebraic expressions involving sums, products, differences, and single brackets (e.g., using the distributive property, $2(x + 3) + 1 = 2x + 6 + 1 = 2x + 7$ )	<p><b>Represent</b> terms in algebraic expressions using algebra tiles. Represent algebraic expressions and equations using the conventions of algebra (e.g., <math>3 \times b</math> or <math>b \times 3</math> is written as <math>3b</math>).</p> <p>At year 8, explain how to simplify algebraic expressions by collecting like terms together.</p> <p>At year 8, <b>investigate</b> systematic expansion approaches, including expansion tables, connecting to the distributive property.</p>
	› identify the constant increase or decrease in a linear pattern, use variables and algebraic notation to represent the rule in an equation, and use the rule to make conjectures	› determine if a pattern is linear and, if it is, write the equation for the pattern and use the equation to make conjectures	
<b>Algorithmic thinking</b>	› create, test, and revise algorithms involving a sequence of steps and decisions.	› create, test, revise, and use algorithms to identify, interpret, and explain patterns.	<p><b>Connect</b> an algorithm with an operation such as the vertical-column method for multiplication or with the procedure for adding fractions.</p> <p><b>Represent</b> algorithms using flow charts, numbered step-by-step instructions, or digital tools.</p> <p>Explore algorithms <b>by investigating</b>:</p> <ul style="list-style-type: none"> <li>› the formula function of a spreadsheet and the effect of changing the value of a variable in a formula (e.g., hourly wages)</li> <li>› sorting and filtering multivariate data</li> <li>› sorting numbers according to a set of instructions (e.g., the sieve of Eratosthenes) to find prime numbers</li> <li>› situations that can be described and tested (e.g., divisibility, the use of transformations in a shape pattern, converting between units of measurement)</li> <li>› creating, testing, and revising a set of instructions using a digital tool.</li> </ul>

## Measurement

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Measuring</b>	<ul style="list-style-type: none"> <li>estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units</li> </ul>	<ul style="list-style-type: none"> <li>estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate units</li> </ul>	<p><b>Connect</b> to benchmarks to make estimations. Have students practise the accurate use of rulers, scales, timers, protractors, thermometers, and measuring jugs in practical situations.</p> <p><b>Represent</b> all written measurements with their units. Select appropriate tools and units for a situation, and <b>explain</b> and <b>justify</b> choices.</p>
	<ul style="list-style-type: none"> <li>select and use an appropriate base measure (e.g., metre, gram, litre) within the metric system, along with a prefix (e.g., kilo-, centi-) to show the size of units</li> </ul>	<ul style="list-style-type: none"> <li>select and use an appropriate base measure within the metric system, along with a prefix to show the size of units</li> </ul>	
	<ul style="list-style-type: none"> <li>convert between metric units of length, mass (weight), and capacity, using whole numbers and decimals to express parts of a unit (e.g., 724 g = 0.724 kg)</li> </ul>	<ul style="list-style-type: none"> <li>convert between metric measurement units, including square units</li> </ul>	<p><b>Connect</b> measurement conversions with multiplying and dividing by powers of 10 (e.g., 2.05 L = 2050 mL).</p> <p><b>Investigate</b> measurement conversion situations in which all four operations are applied to whole-number and decimal measures.</p>
	<ul style="list-style-type: none"> <li>find speed, given distance and time</li> </ul>	<ul style="list-style-type: none"> <li>find distance, given speed and time; or time, given distance and speed</li> </ul>	<p><b>Investigate</b> the relationship between speed, distance, and time in practical situations, such as timing how long it takes to walk or run a certain distance. Have students practise substituting values into the speed formula.</p> <p><b>Connect</b> finding the value of variables in the speed formula with solving algebraic equations and multiplication and division operations.</p>
	<ul style="list-style-type: none"> <li>read, interpret, and use timetables and charts that present information about duration</li> <li>convert between units of time, and solve duration problems that involve fractions of time</li> </ul>	<ul style="list-style-type: none"> <li>read, interpret, and use timetables, charts, and results that present information about duration</li> <li>convert times to a common unit, such as seconds or minutes, and use decimal units of time (milliseconds)</li> </ul>	<p><b>Explain</b> how to plan journeys using timetables and charts. Draw on a range of examples, including digital tools.</p> <p><b>Explain</b> methods of calculating duration (e.g., subtracting time), using worked examples.</p> <p><b>Investigate</b> the use of decimal units (milliseconds) in situations where a more precise measurement is needed (e.g., sporting events).</p>

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Perimeter, area, and volume</b>	<ul style="list-style-type: none"> <li>calculate the perimeter and area of composite shapes composed of triangles and rectangles.</li> </ul>	<ul style="list-style-type: none"> <li>calculate the volume of triangular prisms and shapes composed of rectangular prisms.</li> </ul>	<p><b>Investigate</b> perimeter, area, and volume, including finding missing lengths, in practical situations. <b>Connect</b> calculations with factors, multiples, and the commutative and associative properties.</p> <p><b>Represent</b> working for calculations using a clear layout and by sketching composite shapes to show partitioning.</p> <p><b>Generalise</b> the formulae for finding the area of triangles and volume of triangular prisms, and have students practise substituting measurement values into them. Connect the formulae with spatial representations.</p>

## Geometry

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Shapes</b>	<ul style="list-style-type: none"> <li>classify and name shapes based on their attributes (e.g., triangles, pyramids)</li> </ul>	<ul style="list-style-type: none"> <li>describe triangles, quadrilaterals, and other polygons in relation to their sides, diagonals, and angles</li> </ul>	<p>Use and create a range of 2D and 3D shapes, including shapes that draw on tactile materials, diagrams, and digital tools.</p> <p><b>Investigate</b> ways of classifying shapes, including by creating algorithms and using Venn diagrams and tables.</p>
	<ul style="list-style-type: none"> <li>identify and describe angles at a point, angles on a straight line, and vertically opposite angles</li> </ul>	<ul style="list-style-type: none"> <li>reason about unknown angles in situations involving angles at a point, angles on a straight line, vertically opposite angles, and interior angles of triangles and quadrilaterals</li> </ul>	<p><b>Investigate</b> using digital tools and protractors to explore angles.</p> <p><b>Investigate</b> unknown angles to <b>generalise</b> the following rules:</p> <ul style="list-style-type: none"> <li>the sum of the angles round a point is 360°</li> <li>the sum of the angles on a straight line is 180°</li> <li>vertically opposite angles are equal</li> <li>the sum of the interior angles of a triangle is 180° and of a quadrilateral is 360°.</li> </ul> <p><b>Represent</b> the value of an unknown angle using an equation and angle notation.</p>

	<b>During year 7</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 8</b> <i>Informed by prior learning, teach students to:</i>	<b>Teaching considerations</b>
<b>Spatial reasoning</b>	› visualise, construct, and draw plan views for front, back, left, right, and top views of 3D shapes	› visualise and draw nets for prisms with a fixed cross section	<b>Represent</b> plan views and nets, using sketches on grid paper, digital tools, and physical models (e.g., blocks, cardboard nets). <b>Connect</b> to measurement procedures when creating sketches and models.
	› transform 2D shapes, including composite shapes, by resizing by a whole number or unit fraction	› recognise the invariant properties of 2D and 3D shapes under different transformations	<b>Explain</b> and demonstrate resizing a shape using a centre of enlargement within the shape. <b>Investigate</b> transforming shapes to <b>generalise</b> which properties (angles, side lengths, area, orientation) do not change under transformation, and test the resulting generalisations using tracing paper, rulers, and protractors. <b>Investigate</b> the meaning of kōwhaiwhai patterns and other artefacts, and describe the use of transformations in them.
<b>Pathways</b>	› interpret and communicate the location of positions and pathways using coordinates, angle measures, and the 8 main and halfway compass points (e.g., NE, which is 45° E from N).	› use map scales, compass points, distance, and turn to interpret and communicate positions and pathways in coordinate systems and grid reference systems.	Use maps of familiar and unfamiliar locations to: › explain and investigate the use of 4-digit grid references › calculate distances using scales › find efficient routes between destinations. <b>Connect</b> pathways to: › measurement procedures when finding angles and distances › proportional reasoning when using map scales › algorithms to describe routes between two points. <b>Investigate</b> the navigating techniques of Māori and Pacific voyagers for locating position and finding the direction of travel.

## Statistics

	<b>During year 7</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 8</b> <i>Informed by prior learning, teach students to:</i>	<b>Teaching considerations</b>
<b>Problem</b>	› investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations for paired categorical data by: – posing an investigative question about a local community matter – making conjectures or assertions about expected findings	› investigate, using multivariate datasets, summary, comparison, time-series, and relationship situations by: – posing an investigative question about a local community matter – making conjectures or assertions about expected findings	Show, with student input, how to pose <b>investigative</b> questions, clearly identifying the variable, the group of interest, and the intent. <b>Connect</b> investigative questions with conjectures about expected findings.
<b>Plan</b>	› plan how to collect or source data to answer the investigative question, including: – determining or identifying the variables needed – planning how to collect data for each variable (e.g., how to measure it) or finding out how provided data was collected – identifying the group of interest or who the data was collected from – building awareness of ethical practices in data collection by strategic questioning of data-collection questions or methods		<b>Explain</b> and discuss ethical practices for the collection and use of data. <b>Represent</b> planning using a planning tool to outline methods of data collection, 'who' and what to measure, and how. Show, with student input, how to pose data-collection and survey questions. <b>Explain</b> the variables and group or groups of interest in secondary datasets. <b>Investigate</b> how survey and data collection questions can be misinterpreted, leading to unreliable data.
<b>Data</b>	› collect primary data or gather information about variables in sourced data, create a simple informal data dictionary, and check for errors	› collect or source data, including: – checking for errors and following up and correcting them when possible – creating an informal data dictionary with information that will help others know about the context	Show, with student input: › a range of data-collection and recording methods › how to identify errors in data, <b>connecting</b> to the context and explaining why they are errors › how to update primary data when correctable errors are found. <b>Connect</b> multiple variables for individuals, explaining that most datasets use a table design in which each row focuses on an individual and each column includes the data on multiple individuals for one variable.

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Analysis</b>	<ul style="list-style-type: none"> <li>create data visualisations for the investigation</li> <li>make statements about the data, including its features and context, in descriptions of distributions</li> </ul>	<ul style="list-style-type: none"> <li>create data visualisations for the investigation, using multiple visualisations to provide different views of the data</li> <li>make statements about the data, including its features and context, in descriptions of distributions</li> </ul>	<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li><b>represent</b> data using dot plots, bar graphs, frequency tables, time-series graphs, two-way tables or graphs, scatter plots, fractions, proportions, and percentages, creating them at first by hand and then with digital tools</li> <li>read the data, read 'between' the data, and read 'behind' the data</li> <li>describe what is seen in the data visualisations, recognising that data are numbers with context, and the context includes variables of interest, groups of interest, counts or proportions for categorical variables, and values and units for numerical variables</li> <li>compare data visualisations of the same variable for different groups by looking at similarities and differences.</li> </ul> <p><b>Explain</b> how different data visualisations have different features and how to describe them in context (e.g., in relation to the middle, distributional shape, joint and conditional proportions, long-term trends).</p>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>communicate findings in context to answer the investigative question, using evidence from analysis and comparing findings to initial conjectures or assertions and their existing knowledge of the world</li> </ul>	<ul style="list-style-type: none"> <li>communicate findings in context to answer the investigative question, using evidence from analysis, considering possible explanations for findings, and comparing findings to initial conjectures or assertions and their existing knowledge of the world</li> </ul>	<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>choose the best descriptive statements that answer an investigative question</li> <li>explore explanations or interpretations of findings that connect to the context of the situation under investigation</li> <li>prepare and present succinct findings</li> <li>explain and justify whether or not findings align with initial conjectures or assertions, and if what was found makes sense given what is known about the situation.</li> </ul>
<b>Statistical literacy</b>	<ul style="list-style-type: none"> <li>evaluate the findings of others to check if their claims or statements are supported by the data visualisations they use.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the data-collection methods, data visualisations, and findings of others' statistical investigations to see if their claims are reasonable.</li> </ul>	<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>identify misleading data visualisations, match others' data visualisations with their statements, and check the claims made by others</li> <li><b>explain</b> and <b>justify</b> others' statements about the findings of statistical investigations and the process for collecting data, using interrogative questions.</li> </ul>

## Probability

	During year 7 <i>Informed by prior learning, teach students to:</i>	During year 8 <i>Informed by prior learning, teach students to:</i>	Teaching considerations
<b>Probability investigations</b>	<ul style="list-style-type: none"> <li>plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools, by: <ul style="list-style-type: none"> <li>posing an investigative question</li> <li>anticipating what outcomes are possible and which of them are more or less likely to occur</li> <li>identifying and systematically listing possible answers to the investigative question</li> <li>collecting and recording data</li> <li>creating data visualisations for the distribution of observed outcomes</li> <li>describing what these visualisations show</li> </ul> </li> <li>finding the probability estimates for the different outcomes</li> <li>answering the investigative question</li> <li>identifying similarities and differences between their findings and those of others</li> <li>reflecting on anticipated outcomes</li> <li>comparing findings from the probability experiment and associated theoretical probabilities, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>plan and conduct probability experiments for chance-based situations, including undertaking a large number of trials using digital tools, by: <ul style="list-style-type: none"> <li>posing an investigative question</li> <li>anticipating what outcomes are possible and which of them are more or less likely to occur</li> <li>identifying and systematically listing possible answers to the investigative question</li> <li>collecting and recording data</li> <li>creating data visualisations for the distribution of observed outcomes and for all possible outcomes for theoretical probability models, where they exist</li> <li>describing what these visualisations show</li> <li>finding the probability estimates for the different outcomes</li> <li>proposing possible theoretical outcomes and associated probabilities, for situations where no theoretical model exists</li> <li>answering the investigative question</li> <li>identifying similarities and differences between their findings and those of others</li> <li>reflecting on anticipated outcomes</li> <li>identifying similarities and differences between findings from the probability experiment and associated theoretical probabilities, as appropriate</li> </ul> </li> </ul>	<p><b>Investigate</b>, using the statistical enquiry cycle, games of chance, other everyday chance-based situations, patterns in possible outcomes, and theoretical and experimental distributions.</p> <p><b>Represent</b> probability outcomes (theoretical and experimental) using lists, tables, tree diagrams, tally charts, visualisations of distributions, words, numbers, and technology.</p> <p><b>Explain</b> how to describe and use probability concepts (e.g., outcomes, events, trials, models; theoretical and experimental probability; with and without replacement; the law of large numbers; probability estimates, probability distributions; chance, randomness, and variation).</p> <p><b>Connect</b> anticipated outcomes with theoretical and experimental distributions.</p> <p><b>Connect</b> probabilities with proportional reasoning, fractions, and percentages, and with relative frequencies from data investigations.</p>
<b>Critical thinking in probability</b>	<ul style="list-style-type: none"> <li>identify, explain, and check others' statements about chance-based investigations, referring to evidence.</li> </ul>		<p>Show, with student input, how to:</p> <ul style="list-style-type: none"> <li>match the results of others' chance-based investigations with statements</li> <li><b>explain</b> and <b>justify</b> the statements made by others about their findings from chance-based investigations, using interrogative questions.</li> </ul>

## The language of mathematics and statistics: Phase 3

	<b>Year 7</b> <i>Students will know the following new words:</i>		<b>Year 8</b> <i>Students will know the following new words:</i>	
<b>Number</b>	<ul style="list-style-type: none"> <li>› discount</li> <li>› divisibility rule</li> <li>› exponent</li> <li>› highest common factor (HCF)</li> <li>› integer</li> <li>› lowest (least) common multiple (LCM)</li> </ul>	<ul style="list-style-type: none"> <li>› simplify</li> <li>› square root</li> </ul>	<ul style="list-style-type: none"> <li>› benchmark fraction</li> <li>› budget</li> <li>› composite number</li> <li>› cube number</li> <li>› financial plan</li> <li>› percentage increase or decrease</li> </ul>	<ul style="list-style-type: none"> <li>› powers of 10</li> <li>› prime number</li> </ul>
<b>Algebra</b>	<ul style="list-style-type: none"> <li>› coefficient</li> <li>› coordinate</li> <li>› expression</li> <li>› like term</li> <li>› line graph</li> <li>› reciprocal</li> <li>› X axis, horizontal axis</li> </ul>	<ul style="list-style-type: none"> <li>› XY plane</li> <li>› Y axis, vertical axis</li> </ul>	<ul style="list-style-type: none"> <li>› expand</li> <li>› linear relationship</li> <li>› rate of change</li> <li>› substitute</li> </ul>	
<b>Measurement</b>	<ul style="list-style-type: none"> <li>› composite shape</li> <li>› digital</li> <li>› duration</li> <li>› formula</li> <li>› rate</li> <li>› speed</li> </ul>		<ul style="list-style-type: none"> <li>› millisecond</li> <li>› square unit</li> </ul>	

	<b>Year 7</b> <i>Students will know the following new words:</i>		<b>Year 8</b> <i>Students will know the following new words:</i>	
<b>Geometry</b>	<ul style="list-style-type: none"> <li>› complementary or supplementary angle</li> <li>› scale factor</li> </ul>		<ul style="list-style-type: none"> <li>› cross section</li> <li>› diagonal</li> <li>› exterior angle</li> <li>› grid reference</li> <li>› invariant property</li> </ul>	
<b>Statistics</b>	<ul style="list-style-type: none"> <li>› continuous data</li> <li>› critique</li> <li>› interpret</li> <li>› measure of centre (mean, median, mode)</li> </ul>		<ul style="list-style-type: none"> <li>› distribution</li> <li>› long-term trend</li> <li>› multivariate data set</li> <li>› time series</li> </ul>	
<b>Probability</b>	<ul style="list-style-type: none"> <li>› dependent, independent</li> <li>› event</li> <li>› experiment</li> <li>› experimental or theoretical probability</li> <li>› trial</li> </ul>		<ul style="list-style-type: none"> <li>› distribution</li> <li>› misconception</li> <li>› model</li> <li>› random</li> </ul>	



**Te Poutāhū**  
Curriculum Centre

**Te Mātaiaho**

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# **The New Zealand Curriculum**

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**ENGLISH YEARS 0-6**

*Mātai aho tāhūnui,  
Mātai aho tāhūroa,  
Hei takapau wānanga  
E hora nei.*

*Lay the kaupapa down  
And sustain it,  
The learning here  
Laid out before us.*



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government

**OCTOBER 2024**

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**There are two versions of the English learning area. To ensure you can see the full teaching sequences, which spread across two pages:**

- › for printing, print the 'single pages' version, backed; staple or bulldog clip the left-hand side of the printout
- › for reading on line, view the 'double pages' version.

## The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

The New Zealand curriculum is knowledge-rich. It prioritises and explicitly describes what must be taught each year and is deliberately sequenced to enable students to build knowledge, skills, and competencies systematically over time. It supports teachers to design teaching programmes that bring learning to life in the classroom, using local, national, and global contexts.

The science of learning informs curriculum sequencing and teaching practice. The curriculum builds on scientific understanding to identify five characteristics of how we learn:

**We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.**

Students bring with them different cultural identities, knowledge, belief systems, and experiences. They need to see that these are valued and reflected in a school environment characterised by strong relationships and mutual respect. Students' sense of belonging is enhanced by sensitivity to their individual needs, emotions, cultures, and beliefs.

**A new idea or concept is always interpreted through, and learned in association with, existing knowledge.**

The amount of existing knowledge students have, and the degree to which that knowledge is interconnected in long-term memory, influence both the quality and ease with which they can build on that knowledge. Recognising and drawing on students' prior knowledge therefore improves their learning.

**Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.**

Establishing new knowledge and skill in long-term memory requires active engagement and multiple opportunities to engage with them, practise them, and connect them to existing knowledge structures. When knowledge is well organised in long-term memory, students are more likely to be able to build on it and apply it in novel ways. If knowledge is not well established in long-term memory, students' working memory is likely to be overloaded when they attempt to build on or apply it. This cognitive overload can cause confusion, anxiety, and disengagement.

**Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.**

Social and emotional wellbeing reduces anxiety, which frees cognitive capacity to learn new knowledge and skills, leading to deeper, more durable learning. Conversely, anxiety and negative emotions inhibit students' ability to learn. The factors that impact positively or negatively on social and emotional wellbeing vary between students. The influence of these factors is dynamic – it fluctuates over time, even during the course of a single day.

**Motivation is critical for wellbeing and engagement in learning.**

Motivation develops when students feel that three basic needs are met: autonomy – developing increasing self-direction in learning; competence – experiencing success in learning and seeing oneself as a successful learner; social connection – belonging and contributing to a group from which one learns. Success in learning helps to build motivation.

# The New Zealand Curriculum – knowledge-rich, informed by the science of learning, and framed within the whakapapa of Te Mātaiaho

The design of this framework encompasses seven curriculum components. Te Mātaiaho as a whole weaves together these components, all of which begin with the word 'mātai', meaning to observe, examine, and deliberately consider.

## Mātaiahikā | Relationships with tangata whenua and local community

Learning through relationships with tangata whenua and local communities

*Mātai kōrero ahiahi. | Keep the hearth occupied, maintain the stories by firelight.*

Poutama curves represent relationships with tangata whenua and the community.

## Mātaiaho | National curriculum – contextualised

The process by which schools bring the national curriculum to life through local, national, and global contexts

*Mātai oho, mātai ara, whītikī, whakatika. | Awaken, arise, and prepare for action.*

Unaunahi scales represent wealth of knowledge, purpose, and know-how.

## Mātaiaho | Learning areas

The eight learning areas, which each include a purpose, big ideas, knowledge, and practices, year-by-year

*Mātai rangaranga te aho tū, te aho pae. | Weave the learning strands together.*

Taratara-a-kae niho notches represent diversity, resilience, and mana.

› English years 0-6

## Mātairangi | The guiding kaupapa

The overarching kaupapa guiding the curriculum, based on the science of learning and ensuring excellent and equitable outcomes for students

*Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora. | Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.*

The outer rings represent our guiding kaupapa.

## Mātainuku | Creating a foundation

The curriculum principles (e.g., holding high expectations, and enabling all students to access the full scope of the curriculum)

*Mātai ki te whenua, ka tiritiria, ka poupoua. | Ground and nurture the learning.*

The centre rings represent the foundation and calls to action.

## Mātaitipu | Vision of young people

The educational vision of young people, as conceived by young people

*Mātaitipu hei papa whenuakura. | Grow and nourish a thriving community.*

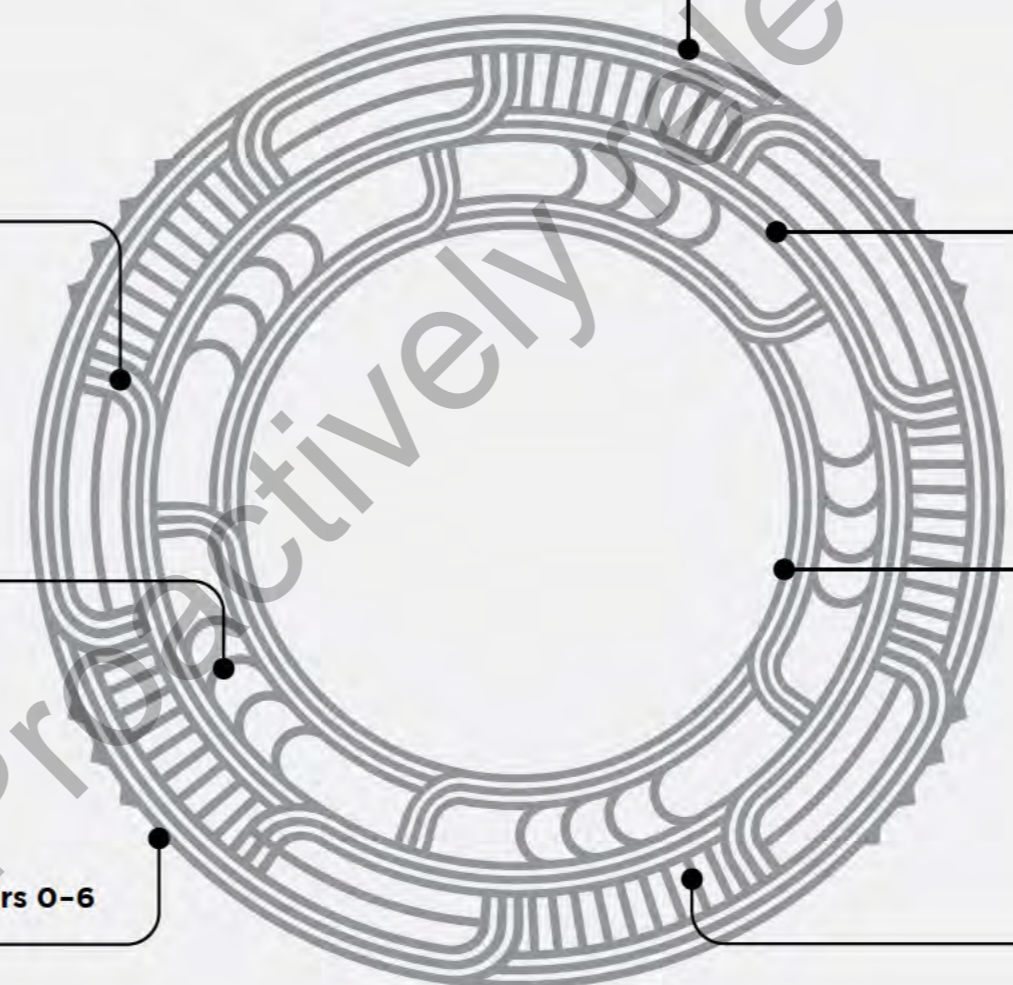
The inner rings and circular space represent the vision and students at the centre.

## Mātairea | Supporting progress

The whole schooling pathway and the overarching focus for year-by-year learning and progress

*Mātai ka rea, ka pihī hei mähuri. | Build and support progress.*

Niho kurī lines represent building and supporting the development of students.



## Learning areas

The curriculum has eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. Together they provide the basis for a broad, general education for the first four phases of learning (years 0–10) and collectively lay a foundation for specialisation in phase 5 (years 11–13).

Each learning area is knowledge-rich. This knowledge has been carefully chosen to support all students in their schooling pathway and is framed using Understand, Know, and Do:

- › **Understand** – the deep and enduring big ideas and themes that students develop understanding of over the phases
- › **Know** – the meaningful and important content, concepts, and topics at each phase that enrich students' understanding of the big ideas and themes and that students study using the practices
- › **Do** – the practices (skills, strategies, and processes) that bring rigour to learning and support the development of the key competencies.

A **progression model** provides the structure that sequences the knowledge. It supports all students to develop greater:

- › breadth and depth of knowledge and understanding, through engaging with increasingly complex and ambiguous contexts
- › refinement and sophistication in their use of competencies, practices, strategies, processes, and skills
- › ability to connect, transfer, and apply new learning in meaningful contexts
- › knowledge and awareness of themselves as learners
- › effectiveness when working with others.

## Content of the learning areas

Knowledge and progression are reflected in how the learning areas are organised. Each learning area has the following main sections:

### Purpose statement and UKD overview

A purpose statement describes the learning area's contribution to the lives of students. It is followed by an overview of Understand, Know, and Do. This gives a view of the big ideas, themes, concepts, topics, and practices that underpin the learning area.

Teachers use the purpose statement and UKD overview to develop an understanding of the learning area, so that they can share its benefits with students.

### Learning area structure

For each learning area, this section outlines its structure and the changes it undergoes over five phases of learning, particularly in the final phase, where students specialise and choose from a range of subjects.

There are five phases of learning, spanning years 0–13. Each phase covers two to three years of schooling, which reflects how most schools organise learning across year levels.

A **critical focus** for each phase establishes a sustained, strengths-based, focus on the student and their social, emotional, and cognitive learning at this stage of their schooling journey. Each critical focus builds on the phase before and is reflected in the content of the learning area for the phase.

The critical focuses are:

- › **Phase 1** (years 0–3): Thriving in environments rich in literacy and maths
- › **Phase 2** (years 4–6): Expanding horizons of knowledge, and collaboration
- › **Phase 3** (years 7–8): Seeing ourselves in the wider world and advocating with and for others
- › **Phase 4** (years 9–10): Having a purpose and being empathetic and resilient
- › **Phase 5** (years 11–13): Navigating pathways and developing agency to help shape the future.

Teachers use the critical focus of each phase in their selection and design of topics and activities.

## Teaching guidance

Each learning area also draws from the science of learning and wider education theory to provide a knowledge base and guidance for teachers. Teachers use this to help them make purposeful decisions about how to teach the learning area's content in ways that are inclusive of all students.

The guidance is organised under three headings:

- › Designing a comprehensive teaching and learning programme
- › Using assessment to inform teaching
- › Planning.

## Progress outcomes

In each learning area, there is one comprehensive progress outcome for each phase.

The progress outcomes act as signposts that describe expectations for what students should sufficiently understand, know, and be able to do at key points in the schooling pathway.

The content of each progress outcome is organised using the Understand-Know-Do framework. While the Understand statements repeat across the five phases, students' depth of understanding increases as their knowledge of the learning area's content (Know) grows and their use of the practices (Do) develops.

When read alongside the progress outcomes for prior and subsequent phases, the progress outcome for a phase helps teachers maintain an overview of the learning they are building on and the learning they are preparing students for. Progress outcomes are therefore key for planning, along with the more detailed teaching sequences (described below).

Teachers also use the progress outcomes to help them form a comprehensive view of each student's progress, achievement, learning needs, and strengths. Schools can use information from twice-yearly, standardised assessment tools to help develop this view, which can also be used to report to parents.

In forming a view of progress and achievement, teachers should ask themselves:

- › **Are students using learning from the progress outcome of the previous phase to make sense of new learning in the current phase?** This demonstrates how well they can connect new learning to what they already know. It generally occurs in the first year of a phase.
- › **Are students consolidating the learning expressed in the progress outcome in a wide range of contexts?** This demonstrates how well and confidently they are using their new learning. This generally occurs in the second year of the phase.
- › **Are students secure in the learning described in the progress outcome within an increasingly complex range of contexts?** Are they showing greater depth of knowledge, understanding, and application as they use their new learning and prepare for the challenges of the next phase? This generally occurs towards the end of the final year of the phase.
- › **Are there gaps in learning that are going to restrict students' ability to make progress in the next phase of their learning?** This is a question teachers should ask across all years of the phase, drawing on the section *Using assessment to inform teaching* (page 25) to consider how to adapt their practices to meet students' learning needs.

Leaders must have a mechanism and strategies for prioritising and closely monitoring urgent action, when required, to support classroom teaching. Where teaching needs to be targeted and intensified to meet specific needs for finite periods, leaders draw on a breadth of available supports, as required.

## Teaching sequences

Each phase has a year-by-year teaching sequence. These sequences support teachers to know what to teach and when and how to teach it as students work towards the progress outcome for the phase. They have been organised to support students to revisit ideas, knowledge, and practices in ways that deepen their learning and enable them to use it at the next phase.

There are two parts in a teaching sequence: statements of **what** to teach, and 'teaching considerations' for **how** to teach:

- › the 'what to teach' statements are preceded by the stem 'Informed by prior learning ...', which reminds teachers to use their professional judgment and assessment information when selecting what content to teach
- › the teaching considerations help teachers to know 'how to teach' this content in response to students' prior knowledge, strengths, and experiences.

The teaching sequence tables should be viewed both vertically and horizontally. Looking down the columns helps teachers know what to plan for in a year's programme. Looking across the rows at the statements for the same concept in the preceding and following years helps teachers to recognise prior learning that students may come with and to consider how they might extend this year's learning. It also helps teachers to form a more detailed view of their students' progress, and it is a strong support when planning for mixed-level classes.

The approach of the year-by-year teaching sequences changes in phase 5, as the content becomes more discipline-focused.

Proactively released

Te Mātaiaho

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**The New Zealand Curriculum**

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ENGLISH 0-6

## Board requirements

Schools and kura must give effect to the learning area *English Years 0–6*.

*English Years 0–6* is published by the Minister of Education under section 90(1) of the Education and Training Act 2020 (the Act) as a foundation curriculum policy statement and a national curriculum statement. These are the statements of official policy in relation to the teaching of English (including literacy) that give direction to each school's curriculum and assessment responsibilities (section 127 of the Act), teaching and learning programmes (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations). School boards must ensure that they and their principal and staff give effect to these statements.

The sections of *English Years 0–6* that are published as a national curriculum statement are the Understand–Know–Do (UKD) progress outcomes for each phase (pages 29–31 and 77–79). These set out what students are expected to learn over their time at school, including the desirable levels of knowledge, understanding, and skill to be achieved in English.

The rest is published as a foundation curriculum policy statement. This sets out expectations for teaching, learning, and assessment that underpin the national curriculum statement and give direction for effective English (including literacy / reading and writing) teaching and learning programmes.

The statements come into effect on **1 January 2025**. They replace curriculum levels 1–3 of the existing English national curriculum statement (learning area). The remainder of the existing English national curriculum statement remains in force. Apart from those for *Mathematics and statistics Years 0–8*, other existing foundation curriculum policy statements and national curriculum statements for the New Zealand Curriculum remain in place.

Schools should choose the appropriate English statements for their students' needs. This means that intermediate and secondary schools may choose to make use of the new statements for some students if they are currently working below curriculum level 4, or that primary schools may choose to make use of the existing statements for some students if they are already working above phase 2.

### Reading, writing, and maths teaching time requirements

The teaching and learning of reading, writing,<sup>1</sup> and maths<sup>2</sup> is a priority for all schools. So that all students are getting sufficient teaching and learning time for reading, writing, and maths, each school board with students in years 0–8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables to provide:

- › 10 hours per week of teaching and learning focused on supporting students' progress and achievement in reading and writing, and recognising the important contribution oral language development makes, particularly in the early phases of learning
- › 5 hours per week of teaching and learning focused on supporting students' progress and achievement in maths.

Where reading, writing, and/or maths teaching and learning time is occurring within the context of national curriculum statements other than English or mathematics and statistics, the progression of students' reading, writing, and/or maths dispositions, knowledge, and skills at the appropriate level must be explicitly and intentionally planned for and attended to.

<sup>1</sup> While the terms reading and writing are used, these expectations are inclusive of alternative methods of communication, including New Zealand Sign Language, augmentative and alternative communication (AAC), and Braille.

<sup>2</sup> For simplicity, 'maths' is used as an all-encompassing term to refer to the grouping of subject matter, dispositions, skills, competencies, and understandings that encompasses all aspects of numeracy, mathematics, and statistics.

## Purpose statement

*Ko te reo tōku tuakiri, ko te reo tōku ahurei, ko te reo te ora.  
Language is my identity; language is my uniqueness; language is life.*

In the English learning area, students study, use, and engage with language and texts.

Learning in English helps students develop an understanding of the shared codes and conventions of texts and to enjoy and celebrate the beauty and richness of classic and contemporary literature.

The English learning area enables students to access the thoughts and perspectives of others, to walk in different worlds, and to broaden their horizons by experiencing others' values, ideas, and viewpoints. Exploring texts from different times and places helps students to see how some ideas and language change, while others stay the same. Making meaning of texts provides opportunities for students to strengthen their knowledge and understanding of different perspectives from Aotearoa New Zealand and the wider world.

As text critics, students come to understand how language and texts work and how they change over time, giving them the knowledge and skills to interpret and challenge texts and to create their own meaningful texts. As text creators, students are encouraged to see themselves as members of literary and digital communities, by contributing their own stories and ideas and interpreting the stories and ideas of others.

The English learning area offers meaningful opportunities for students to connect with and use their languages, including te reo Māori and New Zealand Sign Language (NZSL), and their diverse cultural knowledge as resources for learning. The use and development of first and heritage languages enable stronger language and literacy learning and can lead to improved educational outcomes and wellbeing for multilingual learners.

Literacy in English is critical for students to be able to engage successfully with all curriculum learning areas. Being literate and mastering the foundations of oral and written language enable students to be confident and competent learners across the curriculum.

The English learning area plays an important part in developing students' capacities to think critically and express themselves coherently, fluently, and ethically as active members of society.

# Understand-Know-Do overview



## Understand

Understand describes the deep and enduring big ideas in the English learning area that students develop over phases 1-5.

**Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e mōhiotia ana e te katoa.**

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

**Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārama tātou ki a tātou anō, ki tangata kē anō hoki.**

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

**The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.**

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences shared across time and place, and connect us to global literary and linguistic traditions.

**Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.**

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

**Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.**

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

## Know

Know describes the meaningful and important English learning area content, concepts, and topics through which students develop understanding of the big ideas.

**Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga**

Texts are shaped for particular purposes and with particular audiences in mind. *Text purposes and audiences* focuses on why texts are shaped the way they are (the purposes) and who texts are shaped for (the audiences). All other aspects of a text (including its ideas and use of language) are in service of the text's purpose. Understanding the purposes and audiences of texts enables us to consider our own use of texts and their impact (positive and negative).

**Ideas within, across, and beyond texts | Ngā ariā**

All texts carry ideas and help us to form our ideas about the world. *Ideas within, across, and beyond texts* focuses on the knowledge needed to identify, respond to, and express ideas across all forms of texts. It helps us to act as literary critics who make evidence-based evaluations and judgments about texts and the ideas of the creators. Exploring ideas in texts helps us to think about our place in New Zealand and the wider world.

**Features and structures of language | Ngā āhuatanga reo**

*Features and structures of language* is about the codes and conventions used to make meaning in texts and to structure texts, particularly literary texts. These codes and conventions include both the technical conventions that help texts make sense and the more specialised conventions of particular text forms. As we learn about language and its history, we come to appreciate how it affects how we see the world, ourselves, and each other.

## Do

Do describes the English learning area practices, strategies, processes, and skills that are used to both learn and apply the big ideas and concepts.

**Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga**

*Comprehending and creating texts* focuses on the processes and strategies required to make sense of texts and to create texts that make sense. It enables us to interpret and create texts in written, visual, and oral modes.

**Critical analysis | Te tātari arohaehae**

*Critical analysis* involves close reading, viewing, and listening to texts in order to interpret, appreciate, and challenge them. It enables us to make connections within, across, and beyond texts by analysing the relationships between language and ideas in the texts. When we consider and respectfully discuss different perspectives on texts with others, we develop new insights.

**Reading for pleasure | Te pānui hei whakangahau, hei whakapārekareka**

*Reading for pleasure* involves choosing a variety of texts (including written texts) based on our preferences and interests.

**Connecting through storytelling | Te tūhono mā te whakawhiti kōrero**

*Connecting through storytelling* involves the use of creative processes to explore ideas in texts and to craft and share texts in all the modes. The scope of the stories that we share and that others share with us can be very wide. It includes non-fiction and non-narrative texts in oral, written, visual, or multimodal forms. Storytelling can be collaborative or individual, for sharing with others or for self-expression.

# English learning area structure

This section describes the English learning area structure and how it changes over the five phases of learning. (See [pages 9–11](#) for the general structure of each learning area in the New Zealand curriculum.)

Each phase has:

- › a progress outcome describing what students understand, know, and can do by the end of the phase
- › an introduction to the teaching sequence highlighting **how** to teach during this particular phase
- › a year-by-year teaching sequence highlighting **what** to teach in the phase, along with teaching considerations for particular aspects of content.

## Progress outcomes

The progress outcomes (one per phase) describe what students will understand, know, and be able to do by the end of the phase.

- › **Understand** describes the big ideas and themes that students develop over the five phases. These understandings grow in complexity as students develop, their skills grow, and they create and use more complex texts.
- › **Know** outlines the meaningful and important content, concepts, and topics that exemplify and enrich students' understanding of the big ideas. These concepts have been organised under the headings *Text purposes and audiences; Ideas within, across, and beyond texts; and Features and structures of language*.
- › **Do** describes the practices (e.g., the strategies, skills, and actions) that students learn to use in more sophisticated and refined ways. As students develop proficiency with these practices, they are able to engage with knowledge in greater depth and breadth. The practices have been organised under the headings *Comprehending and creating texts; Critical analysis; Reading for pleasure; and Connecting through storytelling*.

It is through the interweaving of Understand, Know, and Do that students develop their conceptual understandings and use of the practices, supporting success and bringing richness and meaning to English for them.



As students progress through the two phases, their learning shifts from focusing predominantly on the 'constrained' elements of literacy (such as decoding and handwriting), to building a strong literacy foundation, and then to using this foundation in all learning areas. They increasingly focus on unconstrained skills (such as vocabulary and comprehension) and on exploring text and language in the English learning area.

This change in focus is seen in how the Understand, Know, and Do progress outcomes are reflected in the year-by-year teaching sequences. The descriptors of what to teach each year have the stem 'Informed by prior learning ...' in order to reinforce that teachers will use their professional judgment about what content to teach and how to teach it. They will make these judgments in response to the prior knowledge, strengths, and experiences that students bring to their learning.

## Strands

The teaching sequences of the first two phases weave together the progress outcome content with three strands: oral language, reading, and writing. This reflects the critical focus on structured literacy approaches in the first six years of school.

### Oral language

The focus of this strand is on teaching students to speak and listen effectively. The term 'oral language' refers to any method of communication a child uses as a first language; this includes spoken languages, New Zealand Sign Language, and alternative and augmentative communication (AAC). It also encompasses expressions such as vocalisations, gestures, movements, and images.

This strand acknowledges that strong oral language is the cornerstone of learning and is crucial for success across all learning areas. Although everyday language develops naturally in a rich environment, mastering complex academic and formal language and communication skills requires explicit teaching and practice. Reading and writing instruction and learning experiences across the curriculum provide opportunities for both incidental and planned teaching of language and communication skills.

### Reading

The focus of this strand is on teaching students to decode, make meaning from, and think critically about text. It also provides opportunities for them to develop a love of reading and to value the ways in which reading widely can enrich their lives. As text critics, students come to understand how language and texts work, enabling them to challenge texts. By exploring texts from New Zealand, the Pacific, and around the world, students gain insights into themselves and others.

## Writing

The focus of this strand is on teaching students to write for a variety of purposes, following the codes, conventions, and structures that enable others to understand what they have written. It also aims to foster a love of writing.

## Teaching sequences

Much of the learning in English is iterative and recursive. Throughout their schooling pathway, as they read and create a broader range of more complex texts, all students continue to build on the knowledge and practices that they have developed in the early phases of the curriculum.

Some statements in the teaching sequences are repeated across multiple years, allowing more time for progression and consolidation. Not all statements are progressed each year; some topics start and others end as the teaching emphasis changes.

The statements in the teaching sequences vary in the amount of teaching time they require. The learning area is designed to enable knowledge and practices to be connected and taught together, so individual statements in a year sequence should be combined in ways that enhance learning.

The year-by-year content can be viewed both vertically and horizontally. The vertical view helps teachers know what to plan for the next year. The horizontal view allows teachers to follow the statements for one concept across several stages. This helps them understand the prior knowledge students may bring to their learning and helps them decide how to extend this learning. The horizontal view also helps teachers plan for mixed-level classes.

The teaching sequences are accompanied by teaching considerations, which provide more detailed guidance.

<sup>1</sup> "Constrained knowledge and skills consist of a limited number of items and thus can be mastered through systematic teaching within a relatively short time frame. Unconstrained meaning-making knowledge and skills are learned across a lifetime and are broad in scope." (Scott P. (2005). Reinterpreting the Development of Reading Skills. *Reading Research Quarterly*, 40/2,184–202.)

## Teaching guidance

Key characteristics of how people learn have informed the development of the English learning area. These characteristics are:

- › We learn best when we experience a sense of belonging in the learning environment and feel valued and supported.
- › A new idea or concept is always interpreted through, and learned in association with, existing knowledge.
- › Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer the knowledge.
- › Our social and emotional wellbeing directly impacts on our ability to learn new knowledge.
- › Motivation is critical for wellbeing and engagement in learning.<sup>1</sup>

All five characteristics are interconnected in a dynamic way. They are always only pieces of the whole, so it is critical to consider them all together. The dynamic and individual nature of learning explains why we see individual learners develop along different paths and at different rates.

The implications of these characteristics for teaching English are described in this section, with more detail in the introduction to each phase and the 'teaching considerations' in the year-by-year teaching sequences.

The remainder of this section focuses on three key areas of teacher decision making:

- › developing a comprehensive teaching and learning programme
- › using assessment to inform teaching
- › planning.

## Developing a comprehensive teaching and learning programme

A comprehensive English learning area programme needs the following components:

- › explicit teaching
- › structured literacy approaches
- › inclusive teaching and learning
- › developing positive identities as communicators, readers, and writers
- › working with texts.

### Explicit teaching

Explicit teaching is a structured, carefully sequenced approach to teaching. The sequencing of content is thought out and broken down into manageable steps, each of which is clearly and concisely explained and modelled by the teacher. Explicit teaching requires a high level of teacher-student interaction, guided student practice, and, when proficiency is achieved, independent practice.

Explicit teaching supports cumulative learning as new knowledge is built on what students already know.

Teachers provide multiple opportunities for practising, reviewing, consolidating, and using previous learning alongside new learning.

Explicit teaching takes account of cognitive overload. With sufficient practice, new learning is transferred to long-term memory. This frees up working memory, opening up opportunities for extension, enrichment, and new learning.

Explicit teaching is strongly interactive – it is not simply teacher talk. It includes rich discussions between teachers and students and amongst students, to check on understanding. Teachers adapt the pace of their teaching in response to students' progress. They engage students in creative and challenging tasks to foster motivation and engagement.

Explicit teaching involves:

- › connecting the current focus to previous learning
- › providing concise, step-by-step explanations, accompanied by student input and discussion
- › explaining, modelling, and demonstrating
- › regularly checking for understanding and providing feedback
- › providing opportunities for collaborative and independent practice.

<sup>1</sup> A description of each characteristic is found on [page 5](#).

## Structured literacy approaches

Structured literacy approaches support students to develop strong literacy foundations in a way that maximises their progress and manages the cognitive load inherent in learning. For the purposes of oral language, reading, and writing, these approaches include:

- › speech and language, encompassing any method of communication a student uses, including communication modes such as New Zealand Sign Language (NZSL) and augmentative and alternative communication (AAC)
- › phonemic awareness
- › systematic synthetic phonics teaching and knowledge to develop decoding and spelling skills
- › handwriting
- › vocabulary
- › morphology
- › syntax
- › fluency
- › text structure
- › writing processes
- › comprehension.

These elements are reflected in the content of the teaching sequences and teaching considerations. Systematically and explicitly teaching these elements to novice learners strengthens their understanding, helps to manage their cognitive load, and maximises their progress in acquiring literacy.

## Inclusive teaching and learning

All students learn best when they have a strong sense of belonging and feel valued and supported. Awareness that students vary in their strengths and needs helps teachers create welcoming, responsive, and inclusive environments that nurture students' learning, identities, languages, and cultures.

Because students engage with learning, process information, and demonstrate knowledge in diverse ways, teachers design experiences that allow students to participate in a range of ways. Inclusive frameworks like [Te Tūāpapa o He Pikorua](#), integrate flexible supports into day-to-day teaching and learning. They enable teachers to create environments that acknowledge and address the needs and strengths of all students. Explicitly teaching essential knowledge and skills and addressing barriers to learning provides equitable access to language and literacy learning.

Teachers support students to connect with and use their languages, including te reo Māori and New Zealand Sign Language (NZSL), and their cultural knowledge as resources to progress their learning. The use and development of students' first and heritage languages enable stronger language and literacy learning and can lead to improved educational and wellbeing outcomes for multilingual learners. Students express their languages in various ways when they engage with the English learning area, including augmentative and alternative communication, Braille, gestures, and other visual supports. Acknowledging this fosters an inclusive and effective learning environment, supporting the diverse needs and strengths of all students.

Teachers can use the [English Language Learning Progressions \(ELLP\)](#) and [ELLP Pathway](#) to plan targeted language support for new learners of English. These help to support both their social communication skills and their academic language proficiency in English. This is particularly important because the academic language demands of the eight learning areas increase with successive phases.

## Developing positive identities as communicators, readers, and writers

Learning is enhanced when students have success and feel positive about their learning.

If students feel anxious, they have fewer cognitive resources available for learning. Teachers can help to manage students' anxiety about their learning by helping them to understand that literacy development is dynamic and non-linear. Literacy learning may include periods of rapid improvement, as well as periods of revisiting and refining skills. It does not always follow an even, sequential progression of learning.

Students develop positive identities as communicators, readers, and writers by recognising and valuing the use of literacy in their lives. This is enhanced when they explore texts that reflect their identities, cultures, interests, and preferences, and especially when they choose what they read and write. Developing positive identities also involves creativity in exploring ideas in texts and in crafting and sharing texts.

Students may enjoy word play; participate in rich, extended conversations; share books, stories, and poems; invite their families to share stories; encourage one another to share favourite texts; visit public and school libraries; and suggest topics for writing. They should be encouraged to respect one another's ideas and to express their opinions as readers and writers.

## Working with texts

Working with text is at the core of English.

Texts can be in a range of language modes (e.g., written, oral<sup>2</sup>, and visual modes) and use a range of technologies (e.g., print and digital). Multimodal texts such as film and digital media combine language with other means of communication, such as images or a soundtrack. Texts are also generated using augmentative and alternative communication (e.g., gestures and picture symbols) and Braille.

How texts are used as well as how they are chosen are important considerations for teaching in English.

Different texts make different demands on their creators and users. Typically, as students progress in their learning, they work with a broader range of text forms and engage with increasingly complex texts. This does not mean that, for instance, fluent readers will no longer work with simple texts; rather, they will have a broader range of texts to work with.

<sup>2</sup> Oral language encompasses any method of communication a child uses as a first language; this includes New Zealand Sign Language and, for children who are non-verbal, augmentative and alternative communication (AAC).

Students need to develop certain skills, knowledge, and attitudes if they are to meet the reading and writing demands of the curriculum. Although reading and writing are described in separate strands in the first three phases of learning, they are often used together in English and across the learning areas. Texts that students read are used as models for writing, and their writing is often a response to what they have read.

Teachers select texts based on their knowledge of their students and of the learning purposes. These could include:

- › texts that are decodable (phonically controlled), when the primary purpose is practising grapheme-phoneme correspondences they have recently been taught
- › texts that have rich language, when the primary purposes are building students' enjoyment of reading, vocabulary, knowledge of text structures, and comprehension skills (e.g., sophisticated picture books, classic and contemporary literature, stories from Aotearoa New Zealand that include kupu Māori, stories from the Pacific, and stories from around the world)
- › texts that model the modes, conventions, or structures being taught (e.g., prose, poetry, plays, and novels)
- › texts that are relevant to students' current learning and allow for a variety of interpretations and responses, multiple perspectives, and global, national, and local contexts (e.g., information texts and narrative texts by local, New Zealand, Pacific, and international writers)

- › texts that provide multiple entry points with the purpose of exploring a concept rather than learning to read or write (e.g., sophisticated picture books and texts that explore similar ideas using different modes)
- › texts that allow for exploration, reflection, and discussion of how text creators use techniques to persuade or influence, and the impact of these on different people
- › texts that allow for exploring the use of language over time and in different places (e.g., by comparing contemporary and historical texts or texts from different countries).

It is important to include texts that reflect the identities and cultures of students, or that provide windows into different places, times, and cultures (e.g., prose, poetry, plays, novels, contemporary and historical texts, stories from New Zealand, the Pacific, and around the world). Making meaning of these texts provides opportunities to strengthen students' knowledge and understanding of Aotearoa New Zealand perspectives.

Texts may include those that students have created themselves and texts from their families and communities. Texts are also generated using Braille, and augmentative and alternative communication (AAC) such as gestures and picture symbols.

## Using assessment to inform teaching

Assessment that informs decisions about adapting teaching practice is moment-by-moment and ongoing. Teachers use observation, conversations, and low-stakes testing to continuously monitor students' progress in relation to their year level in the teaching sequence. They ensure that they notice and recognise the development, consolidation, and use of learning-area knowledge by students within daily lessons, and that they provide timely feedback. They respond by adapting their practice accordingly. For example, they reduce or increase scaffolding and supports, paying particular attention to anxiety caused by cognitive overload. Formative assessment information can also be collected through self and peer assessment, with students reflecting on goals and identifying next steps.

In addition to daily monitoring, teachers use purposefully designed, formative assessment tasks at different points throughout a unit or topic to highlight the concepts and reasoning students use and understand. Teachers ensure such tasks are valid by addressing barriers to learning so that every student is able to demonstrate what they know and can do.

When planning next steps for teaching and learning, teachers consider students' strengths and responses along with potential opportunities for further consolidation. Next steps could include:

- › designing scaffolds to support students to access and enrich their learning
- › providing opportunities for students to apply new learning
- › planning lessons focused on revisiting, reteaching, or consolidating learning.

Providing timely feedback throughout the learning process and identifying and addressing misconceptions as they arise lead to the efficient and accurate development of learning-area concepts and promote further learning. Teachers can use feedback to prompt students to recall previous learning, make connections, and extend their understanding.

## Planning

This section provides guidance on what to pay attention to when planning English teaching and learning programmes. In every classroom, there are many ways in which students engage in learning and show what they know and can do. Using assessment information and designing inclusive experiences, teachers plan an 'entry point' to a new concept that every student can access. Students' interests and the school culture and community shape the planning, adding richness, creativity, and meaning to the programme.

Teaching and learning plans are developed for each year, topic or unit, week, and lesson and make optimal use of instructional time. The following considerations are critical when planning and designing learning:

- › Develop plans using the sequence statements for the year, taking students' prior learning into account. Plan for all students to experience all the statements in the sequence.
- › Map out a year's programme composed of 'units' by looking for opportunities to teach statements from the year sequence together. These may be from the same strand or may be across several strands. For example, integrating the teaching of oral language, reading, and writing can be efficient, provided it does not cause cognitive overload for students.

- › Order the units so that new learning will build on students' prior learning and connect over the course of the year. Consider the length of time allocated to specific strands and concepts across the year – some concepts may require more teaching time than others. Ensure the year's programme includes opportunities to revisit, consolidate, and extend learning around previously taught concepts and processes.
- › Within unit or weekly planning, break down the knowledge and skills into a series of manageable learning experiences, so that students have several opportunities to deepen their knowledge. Use assessment information to plan where you will introduce and reinforce learning.
- › Identify the key texts you will use that support students to explore, learn, and use these concepts, and provide opportunities to engage in learning that promotes creativity and curiosity.

- › Within unit or weekly plans, break down new concepts and procedures into a series of manageable learning experiences, and provide enough opportunities to develop understanding and fluency. Plan for a balance of explicit teaching (to introduce and reinforce learning), and rich tasks (to investigate a concept, support consolidation of previously taught concepts or procedures, and apply learning to new situations). Students should also be given daily opportunities to revisit prior learning. This consolidates and extends their knowledge and practices. Teach both reading and writing for at least an hour each a day (two hours in total), with an understanding that reading and writing are complementary, and will often be taught together.
- › Plan for inclusive teaching and learning. Think about multiple ways for students to participate in learning experiences and to show their progress. Plan for equitable access to allow all students to have fair access to learning opportunities. Identify and reduce barriers to learning, and plan for universal supports that are available to all students.
- › Use flexible groups within a lesson, based on the learning purpose for the lesson (e.g., working as a whole class for demonstration and discussion, in smaller groups to discuss a text, in pairs to explain thinking). Provide opportunities for both individual and collaborative work, and enable students to determine when they need to work with others and when they need time and space to work independently.

- › Teach students to use digital tools accurately, appropriately, and efficiently to enhance meaning making and creation – for example, creating and editing written, visual, and audio text. Plan for students to evaluate the validity, credibility, and accuracy of digital texts. While the use of digital tools is important, students must first learn to read and write print-based text. Handwriting has been shown to reinforce the correct spelling of words and the retention of information, as it involves more cognitive engagement than typing. Therefore, these foundational skills are a key focus in the first two phases of learning.

To support students who have not developed the prior knowledge needed to fully engage with the content of the teaching sequence statements for their year, it is important to find ways to accelerate their progress through such approaches as targeted and explicit small-group teaching.

When students have developed a deep knowledge and consolidated their practices for their year, you can extend their learning by asking them to apply their understanding to unfamiliar situations and more complex texts.

Phase

1

Years 0-3

## Progress outcome by the end of year 3 (Foundation)

*Thriving in environments rich in literacy and maths*

*Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau*

The critical focus of phase 1 is for all students to thrive in environments rich in literacy and maths. Building on their learning in early childhood, students develop the knowledge and skills in oral language, reading, and writing that they need in all learning areas. As students learn to express themselves, they begin to understand the structure of language, and that it follows shared codes and conventions that enable them to understand what is communicated, written, and read. This learning supports reading comprehension and written expression, fostering a positive and enriching relationship with literacy.

Students also come to understand that texts – those we create, those we read, and those that are read to us – can be a source of joy and a basis for shared experience about who we are and what is special about Aotearoa New Zealand and the wider world. They begin to see that other people can interpret stories differently from the way they do. Phase 1 has a strong focus on written texts and on using a structured literacy approach to build and consolidate key knowledge and skills.

The phase 1 progress outcome describes the understanding, knowledge, and practices that students have multiple opportunities to develop over the phase.

### Understand

Communication depends on shared codes and conventions.  
Language and literature give us insights into ourselves and others.  
The stories of Aotearoa New Zealand are unique taonga tuku iho.  
Stories are a source of joy and nourishment.  
Literature, language, and texts embody perspectives.

### Know

Text purposes and audiences  
Ideas within, across, and beyond texts  
Features and structures of language

### Do

Comprehending and creating texts  
Critical analysis  
Reading for pleasure  
Connecting through storytelling

the learning

that matters

The phase 1 progress outcome is found on the following two pages.

## Understand

**Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e mōhiotia ana e te katoa.**

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

**Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārāma tātou ki a tātou anō, ki tangata kē anō hoki.**

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

**The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.**

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences

shared across time and place, and connect us to global literary and linguistic traditions.

**Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.**

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

**Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.**

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

## Know

**Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga**

By the end of this phase, students know that texts are designed for specific purposes with particular audiences in mind. They know that all other aspects of a text (including its ideas and use of language) are in service of the text's purpose. Students know that understanding the purposes and audiences of texts enables them to consider their own use of texts and the impact (positive and negative) that they can have.

**Ideas within, across, and beyond texts | Ngā ariā**

By the end of this phase, students know there are stories and ideas that matter to them and help them to understand their connection to Aotearoa New Zealand.

Students know there are ideas in texts that connect to their lives and interests. These ideas include themes, messages, and opinions. They also know they have their own ideas and stories that are worth sharing.

**Features and structures of language | Ngā āhuatanga reo**

By the end of this phase, students know and are familiar with codes, conventions, and features that help them understand how language and texts work. This includes knowledge of letters, words, and the parts of words, as well as knowledge of grammar and syntax. They know that the order, organisation, and selection of words, sentences, and visual elements affect the meaning of these texts. They know that these elements govern what is appropriate and effective use of language in different contexts.

Students know that the order and organisation of the parts of a text, such as words, sentences, and visual elements, are what determine its structure, and that the structure can affect the meaning of a text.

Students know that there are many languages and ways of using language in Aotearoa New Zealand, and that our diversity of language enriches us. They know that some people use augmentative and alternative communication to support their understanding and expression of language.

## Do

**Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga**

By the end of this phase, students can communicate effectively, using appropriate words, tone, and gestures for different contexts, and can actively participate in conversations. They have enhanced their vocabulary and grammar for learning and can use it to present information, and for engaging in interpersonal communication.

Students can use their basic literacy capability and can read fluently and accurately. They engage with a variety of written texts and have developed their word recognition and comprehension.

When reading aloud, students use appropriate intonation and phrasing. They can use appropriate strategies when they are confused by text. When this confusion stems from difficulty with decoding, they can check their initial decoding and can self-correct. When the confusion stems from comprehension, they can use their knowledge of word structure (morphology), sentence knowledge, and the surrounding text (context) to grasp the meaning of the text.

Students can use transcription skills to write grammatically and use a variety of sentence structures. They can use phonics and morphological knowledge to spell unfamiliar regular words and a growing number of irregular words correctly. They can form all letters correctly with automaticity.

**Critical analysis | Te tātari arohaehae**

By the end of this phase, students can back up their opinions about a text with evidence from the text, and they are beginning to identify who or what is included or excluded in a text. They can recognise different perspectives and share their own opinions and interpretations.

**Reading for pleasure | Te pānui hei whakangahau, hei whakapārekareka**

By the end of this phase, students can read for pleasure, including texts that they can choose for themselves. They enjoy sharing these texts with others, either by being read to or by reading themselves.

**Connecting through storytelling | Te tūhono mā te whakawhiti kōrero**

By the end of this phase, students can draw on their imagination to plan, draft, edit, and write texts for a range of purposes. They can share their stories with others and treat those that are shared with respect. They can use the responses of others to enrich and revise their storytelling and writing.

## Teaching sequence

*Thriving in environments rich in literacy and maths*

*Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau*

This section describes how the components of a comprehensive English teaching and learning programme are used during the first phase of learning at school.

In phase 1, such a programme offers students teaching that inspires the enjoyment of language and texts and provides systematic, explicit teaching of oral language, reading, and writing.

Continuously monitor students' learning and respond quickly to address any misconceptions. Be mindful of providing manageable learning experiences, building on students' prior learning and leading to further challenge.

### Explicit teaching

During phase 1, the first priority is for students to learn to read and write texts, and to express themselves clearly and effectively. These foundational skills are essential for academic success across all learning areas.

- › Explain and model new learning in manageable steps, with active student engagement. Use think-alouds to model decision making and problem solving, such as using phonics knowledge to decode unfamiliar words.
- › Foster engagement using techniques that enable every student to participate, such as 'think-pair-share' techniques.
- › Reduce or increase scaffolding and supports in response to what you are noticing and recognising about students' learning (paying particular attention to cognitive load).
- › Provide immediate feedback, such as gently rephrasing students' language and communication responses, to model their next learning step.

- › Plan to consolidate students' learning to build mastery and automaticity, using a variety of independent activities that are designed to provide spaced practice and retrieval. In addition, use cumulative scope and sequences, for example, to teach spelling or phonics.
- › Enable repeated exposure to and reinforcement of new learning.

### Structured literacy approaches

During phase 1, there is a major focus on the constrained elements of structured literacy approaches. These can usually be mastered relatively quickly. The constrained elements include the following aspects:

- › **Phonemic awareness** involves knowledge of the smallest units of sound in words. This is taught most effectively when letters are presented along with sounds.
- › **Systematic synthetic phonics** is used for teaching decoding and spelling. Synthetic phonics involves explicitly teaching students to read and spell words by blending phonemes into words and teaching them to spell words by segmenting them into phonemes. This can be done by using an evidence-informed scope and sequence.
- › Mastering **handwriting** reduces the cognitive load involved in the constrained skills of writing, freeing up cognitive resources for composition. Mastery (automaticity) is achieved through explicit teaching and practice. Handwriting also supports the consolidation of grapheme-phoneme relationships.

Unconstrained literacy skills, such as vocabulary knowledge and comprehension, are also developed from the first day of school. For example, meaning-making skills can be developed through daily reading to students, and written composition skills can be developed through shared writing led by the teacher. As students progress through this phase, and attain automaticity with constrained skills, they will develop their ability to apply unconstrained skills more independently. For example, the teaching sequence for writing sentences begins with students repeating a simple sentence orally that was modelled by the teacher. It concludes with students being taught how to write complex sentences during Year 3.

### Inclusive teaching and learning

Students learn best when teachers design inclusive learning environments and experiences that anticipate and value diversity and the open-ended potential of every learner.

- › Respond to students' unique strengths, needs, experiences, and interests.
- › Adjust the explicitness and intensity of teaching based on knowledge of students' progress towards mastery of their current learning.
- › Hold high expectations for every student and be prepared to accelerate teaching sequences for students who are making progress ahead of curriculum expectations. [New Zealand-based research](#) shows that significant growth in foundational literacy skills can be achieved in the first 10 weeks of school, and that new-entrant English-language learners can achieve proficiency similar to that of other students in their first year at school.
- › Provide targeted, intensive teaching for students with identified needs or strengths sooner rather than later. Recent [New Zealand literacy evaluations](#) found that targeted support is more efficient and effective at closing gaps when students are under 6 years old, and that it can successfully close gaps over a 10-week period starting as early as 10 weeks after students have begun school.
- › Use the [English Language Learning Progressions and ELLP Pathway](#) to plan targeted language support for new learners of English. These learners need a strong oral-language foundation to support their language and literacy development.

### Developing positive identities as communicators, readers, and writers

- › Provide opportunities for students to experience success in their learning by systematically and explicitly teaching new knowledge and skills in manageable steps.
- › Select texts to share with students that are fun and that speak to their interests, identities, languages, and cultures.
- › Support students to choose and talk about their favourite texts.

### Working with texts

- › Although reading and writing are described in separate strands, they are increasingly used together across the learning areas. Texts that students read are used as models for their writing, and writing is often a response to what they have read.
- › Read rich-language texts to students daily to build their vocabularies, content knowledge, knowledge of text structures and features, word knowledge, comprehension skills, and love of books.
- › Provide decodable (phonically controlled) texts for students to practise recently taught grapheme-phoneme correspondences.
- › Use less-constrained texts to develop deeper reading-comprehension skills and enable statistical learning once students have built sufficient decoding knowledge. In the context of reading, statistical learning is the ability to recognise patterns and regularities in written language. It is a form of implicit learning and includes becoming aware of the probability that a particular grapheme will correspond to a particular phoneme.
- › Provide opportunities to strengthen knowledge and understanding of Aotearoa New Zealand perspectives when making meaning.
- › See the section on reading that describes year-level texts that students should be independently reading by the end of each year.

## Oral language

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Communicating ideas and information</b>	<b>Verbal reasoning</b>	<ul style="list-style-type: none"> <li>› describe themselves and their home context</li> <li>› describe familiar events, objects, or actions</li> <li>› give step-by-step instructions to others</li> </ul>	<ul style="list-style-type: none"> <li>› describe photographs, illustrations, objects, and their own work / creations</li> <li>› give multi-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>› describe familiar events, objects, or actions using extended details</li> <li>› give detailed multi-step instructions</li> </ul>	<ul style="list-style-type: none"> <li>› describe real or imaginary scenarios using extended details</li> <li>› give detailed instructions and explanations of processes and concepts</li> </ul>
		<ul style="list-style-type: none"> <li>› recount details of personal and shared experiences, scaffolded as needed by visuals or props</li> <li>› use play to explore and reenact familiar stories and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>› incorporate narrative elements and details when:               <ul style="list-style-type: none"> <li>– recounting personal and shared experiences</li> <li>– retelling familiar literary and cultural stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› incorporate narrative elements, descriptive details, and time connectives when:               <ul style="list-style-type: none"> <li>– recounting experiences and events in sequence</li> <li>– retelling and adapting familiar literary and cultural stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› incorporate narrative elements, sequential details, and causal relationships when:               <ul style="list-style-type: none"> <li>– recounting experiences and events</li> <li>– retelling and adapting familiar literary and cultural stories</li> <li>– predicting and describing events and tasks that may take place in the future</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>› understand and use the terms ‘different’ and ‘same’</li> <li>› describe how two real things are different from each other</li> <li>› sort items by attributes</li> </ul>	<ul style="list-style-type: none"> <li>› understand and use the terms ‘similar’, ‘alike’, and ‘matching’</li> <li>› describe some ways in which concrete items are similar and different, and classify items into given categories</li> </ul>	<ul style="list-style-type: none"> <li>› compare concrete items, describing their similarities and differences</li> <li>› identify and explain the category of a group of items that share similar attributes</li> </ul>	<ul style="list-style-type: none"> <li>› compare concrete and abstract items, explaining their similarities and differences</li> <li>› explain how items can be categorised, and give examples of items that belong in a given category</li> </ul>

### Teaching considerations

Effective verbal reasoning skills are essential for learning, communication, and reading comprehension. These skills are ideally embedded in learning conversations across all curriculum areas through intentional planning and explicit instruction.

Provide opportunities for students to use descriptive and narrative language with feedback / feedforward in all learning areas.

Enable students to use more complex language by using scaffolds such as question prompts, sentence stems, and visual supports.

Regular, deliberate practice with increasingly complex narrative language builds students’ confidence and fluency. Consider modelling and teaching students to use a consistent story-map structure or other visual support to help them organise their thoughts.

Scaffolds for developing narrative language can include:

- › physical objects such as puppets and props
- › sequencing cards
- › icons and written labels for narrative elements such as characters, setting, problem, and resolution, and for time connectives (e.g., first, after that, suddenly).

Explicitly teach the concepts and language of classification and comparison with techniques such as:

- › classifying and comparing concrete materials and situations before moving to abstract items
- › exploring attributes by asking questions such as “What does it do?”, “What is it made from?”, and “What does it have?”
- › supporting students’ thinking and discussion with scaffolds such as question prompts, sentence stems, concrete materials, and visual supports (e.g., Venn diagrams or graphic organisers) to demonstrate relationships between items
- › using think-alouds to explain your reasoning process, modelling how you identify attributes, differences, and similarities when classifying items
- › providing guided practice to develop these skills, embedded in content-area learning – for example, by comparing sharks and dolphins, solids and liquids, or two different cultures; classifying living things by attributes (e.g., plants or animals).

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Communicating ideas and information</b>	<b>Presenting to others</b>	› together with others, recite items such as short texts or songs	› independently recite items such as short texts or songs	› prepare and present short recitations and oral presentations on a topic, using visual or written scaffolds	› prepare and confidently present short recitations and oral presentations on a topic, using independently prepared prompts
	<b>Taking on roles</b>	› try to behave and speak as if they are someone or something else (e.g., an animal or familiar person)	› take on the role of someone else (e.g., a character from a familiar story)	› take on the role of someone else and interact with others	› maintain a role and show understanding by responding in role
<b>Interpersonal communication</b>	<b>Non-verbal communication</b>	› begin to understand and use facial expressions and gestures that support meaning › attempt appropriate, audible volume so they can be heard	› begin to use body language to show active listening › begin to use appropriate facial expression, gesture, body posture, and proximity to others to convey meaning › begin to adjust volume and pace	› continue to consolidate their understanding and use of non-verbal communication to convey meaning › experiment with volume and pace to convey meaning	› understand that body language may influence an audience › consider their position and posture when addressing an audience › experiment with volume and pace to convey meaning

### Teaching considerations

Use techniques for teaching presenting to others, such as:

- › breaking down the presentation process into manageable steps, such as planning, practising, and delivering
- › providing regular opportunities for students to present to peers, adults, small groups, the whole class, and, where possible, to larger groups (e.g., at the syndicate or team hui)
- › encouraging students to watch and learn from each other's presentations, teaching them to provide and respond to feedback.

Teach students to take on roles with techniques such as:

- › setting up familiar scenarios for dramatic play (e.g., a supermarket or a doctor's office)
- › modelling the use of new vocabulary, sentence structures, voices, and mannerisms in simple role play.

Be mindful of cultural differences and unique neurodivergent preferences when teaching about non-verbal communication, as these can influence students' interpretations, degree of familiarity, and comfort.

Model, explain, and support students' development of the various aspects of non-verbal communication in the context of learning experiences and conversations.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Interpersonal communication</b>	<b>Listening and responding to others</b>	<ul style="list-style-type: none"> <li>› actively listen to speakers</li> <li>› initiate and join discussions and play</li> <li>› engage in respectful greetings and farewells</li> </ul>	<ul style="list-style-type: none"> <li>› actively listen to speakers</li> <li>› participate in conversations, maintaining the topic and responding</li> <li>› offer reasons for their opinions</li> <li>› request assistance appropriately</li> <li>› attempt to negotiate solutions through conversation</li> </ul>	<ul style="list-style-type: none"> <li>› participate in extended conversations, taking turns, actively listening, and contributing</li> <li>› ask clarifying questions</li> <li>› use sentence stems to respectfully agree, disagree, and add on to ideas</li> <li>› explain reasons for their opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>› participate in extended discussions, taking turns, actively listening, questioning, and contributing</li> <li>› add or omit details based on listener / audience knowledge</li> <li>› use sentence stems to reword, summarise, and build on others' ideas respectfully</li> <li>› change topics appropriately</li> <li>› offer opinions and perspectives that aren't their own</li> </ul>

### Teaching considerations

Explicitly teach communication skills and scaffold students' learning through activities such as:

- › modelling, think-alouds, and structured practice opportunities in pair and group discussions with prompts and supportive feedback
- › demonstrations, visual supports, and prompts
- › teaching sentence stems and useful phrases.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Vocabulary and grammar</b>	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>› use accurate nouns and verbs relating to themselves, their bodies, and everyday home and school life (e.g., sprint, shoulder, classroom, ruler)</li> </ul>	<ul style="list-style-type: none"> <li>› use topic-specific nouns and verbs relating to the wider school and community environment (e.g., cafe, menu, vehicle, ambulance, rescue)</li> </ul>	<ul style="list-style-type: none"> <li>› use appropriate and specific vocabulary to name and describe objects and actions</li> <li>› choose suitable descriptive adjectives and nouns relevant to the audience and purpose</li> <li>› use precise nouns, verbs, and adjectives relating to content-area learning (e.g., kahawai, gigantic, gallop, recipe)</li> </ul>	<ul style="list-style-type: none"> <li>› use precise nouns, verbs, and adjectives relating to content-area learning (e.g., reproduce, aggressive, nocturnal)</li> <li>› adapt vocabulary for the audience and purpose</li> </ul>
		<ul style="list-style-type: none"> <li>› correctly use precise vocabulary, including adverbs of time and words for:               <ul style="list-style-type: none"> <li>- colours</li> <li>- basic shapes</li> <li>- quantity</li> <li>- sensory attributes</li> <li>- physical sensations</li> <li>- size</li> <li>- space and position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› correctly use precise vocabulary, including:               <ul style="list-style-type: none"> <li>- words for emotions and shapes</li> <li>- adverbs of manner (e.g., sadly, slowly)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› correctly use precise vocabulary, including adverbs of frequency (e.g., daily) and place (e.g., outside), and words for:               <ul style="list-style-type: none"> <li>- thinking, learning, and self-regulation</li> <li>- texture and materials</li> <li>- character traits and personal qualities</li> <li>- social relationships and collaboration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› define and use precise vocabulary, including words for indicating degree (e.g., completely)</li> </ul>

### Teaching considerations

Teaching vocabulary is an essential component of building knowledge; both knowledge of how language works and content knowledge across the curriculum. Students learn and retain new vocabulary most effectively within thematic units, sustained over time.

Teach vocabulary explicitly by:

- › teaching the correct pronunciation of a word
- › using the word in the context of the learning situation and then in a related sentence
- › supplying a student-friendly definition
- › giving examples of correct and incorrect use
- › making connections with other words and related knowledge through exploration of morphemes, synonyms, antonyms, categories, and attributes, and by drawing on students' own knowledge
- › illustrating learning by using visual features and graphic organisers
- › teaching how to read and spell a word - knowing the word in print supports vocabulary learning
- › providing spaced practice opportunities for students to hear, say, read, and write the words
- › nurturing students' curiosity about and appreciation of words
- › teaching word-learning skills such as asking questions about words and discussing their meanings and connections
- › modelling and explaining how to use print and digital sources to find out the meanings of unknown words.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Vocabulary and grammar</b>	<b>Sentence structures and morphology</b>	<ul style="list-style-type: none"> <li>communicate in complete sentences with a subject and verb, correctly using:               <ul style="list-style-type: none"> <li>present-tense verbs (suffixes -ing, -s)</li> <li>regular plural nouns (suffix -s)</li> </ul> </li> </ul>	communicate in complete sentences, correctly using: <ul style="list-style-type: none"> <li>regular past-tense verbs (suffix -ed)</li> <li>comparative and superlative adjectives (suffixes -er and -est)</li> <li>coordinating conjunctions (e.g., and, but, for, so)</li> <li>sequencing connectives</li> </ul>	communicate in complete sentences, correctly using: <ul style="list-style-type: none"> <li>common irregular plural nouns and past-tense verbs</li> <li>third-person singular present-tense verbs (suffix -s)</li> <li>adverbs (suffix -ly)</li> <li>subordinating conjunctions (e.g., because, until, when)</li> <li>time connectives</li> </ul>	<ul style="list-style-type: none"> <li>communicate in complete sentences, correctly using subject-verb agreement, conditional conjunctions (e.g., unless, whether), and a range of connectives to organise and sequence ideas</li> </ul>
<b>Communication for learning</b>	<b>Metacognition</b>	<ul style="list-style-type: none"> <li>request assistance appropriately to support their own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on what they have learned</li> <li>identify what they have found easy or more difficult in their learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on what they have learned, and explain some steps in their learning process</li> <li>evaluate what they did well or need to improve on after completing a task</li> </ul>	<ul style="list-style-type: none"> <li>reflect on and explain their learning</li> <li>select and use taught strategies to improve their learning</li> </ul>
	<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>identify and communicate basic physical needs, opinions, and preferences</li> <li>understand the expected talk, behaviour, and routines of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>express their feelings, opinions, and preferences about their learning and experiences</li> <li>begin to differentiate between wants and needs.</li> </ul>	<ul style="list-style-type: none"> <li>use a growing vocabulary to describe their thoughts and feelings about their learning and experiences</li> <li>express needs and wants to a trusted or familiar adult.</li> </ul>	<ul style="list-style-type: none"> <li>talk through problems or challenges with teachers and peers to identify and explain causes and potential solutions.</li> </ul>

### Teaching considerations

Teach sentence structure and morphological awareness explicitly through oral language in all curriculum areas. This helps students express their thoughts and ideas clearly and precisely, supporting learning across the curriculum.

Morphological awareness supports vocabulary learning, comprehension, word-reading, and spelling.

Teaching specific morphemes and sentence structures can be done both explicitly and incidentally, for example, by:

- › modelling full, accurate responses, providing a clear example of effective language use
- › teaching students how spoken words can be broken down into meaningful parts (morphemes) and recombined to develop their understanding of how the words work
- › introducing new morphemes and sentence structures with topics familiar to students, embedding speaking and listening practice within learning throughout all curriculum areas, rather than in isolated grammar lessons
- › using oral sentence-combining to practise new structural elements
- › scaffolding learning by using visual supports, colour-coding, and manipulatives to indicate sentence parts
- › providing sentence stems for the use of new structures (e.g., “Before they hatch, \_\_\_\_”).

Explicitly teach students age-appropriate metacognitive and self-regulation strategies such as: self-monitoring, self-evaluation, goal setting, and positive self-talk.

Use modelling, think-alouds, and scaffolding techniques that support students to become aware of their own thinking processes and learn how to manage these processes to improve their learning.

Explicitly teach vocabulary for expressing feelings of challenge (e.g., hard, difficult, easy) and guide students in identifying the reasons behind these feelings.

Encourage students to reflect on and justify their thinking, and to formulate their own questions about their learning.

Teach students to use language and self-talk that foster perseverance, self-efficacy, and an understanding that success is linked to effort rather than luck.

## Reading

### Working with year-level texts

The texts that students read become increasingly complex over time, supporting them to understand text in all learning areas at each year level. For this to occur, when the purpose of the reading is other than learning decoding or reading for pleasure, students need opportunities to engage with texts at or above the complexity described below for each year level. Although fluent readers may still work with simple texts, particularly to reduce cognitive load when new skills or concepts are being introduced, they will be working predominantly with texts that are at least at their year level. This does not mean you should prevent able readers from reading more complex texts; most texts will be at their year level or above. During phase 1, the focus will be on written texts. Many of these texts will also include visual elements such as pictures and illustrations.

Decodable (phonically controlled) texts are used primarily to practise phoneme-grapheme correspondences. Although comprehension opportunities will be less complex in these texts than in those you read aloud to students, you should include a focus on meaning making with every text students read.

The texts referred to on pages 45–47 have been designed for students in New Zealand.

### Noticing, recognising, and responding to students' strengths and needs

Except when they are specifically learning to decode text or reading for pleasure, students who are still consolidating their decoding skills need to access year-level texts to develop skills and knowledge (including vocabulary, comprehension, and content knowledge) alongside their peers. Help students do this by adapting the relevant supports and scaffolds, rather than by simplifying or modifying texts. An effective way to accelerate students' learning is to explicitly teach them the features of year-level texts that carry meaning. This will enable them to make sense of texts that are above their traditional 'instructional level'. Students who need to accelerate their decoding skills will continue to require frequent, intensive, and explicit teaching and practice in flexible small groups, targeting their decoding needs.

Students who reach decoding mastery at an accelerated rate of progress need opportunities for enrichment and extension in other literacy domains, such as vocabulary and comprehension, and ample opportunities to read increasingly challenging text.

### Texts for the first six months at school

At this level, students are likely to be reading decodable texts in which single-consonant, short-vowel, consonant-digraph, and phoneme-grapheme correspondences are practised in connected text.

These include texts at the Kākano level of the Ready to Read Phonics Plus scope and sequence. These texts have been designed around a scope and sequence of grapheme-phoneme correspondences and include:

- › a simple narrative with a clear beginning, middle, and end
- › some high-frequency words.

### Texts for the second half of the first year at school

At this level, students are likely to be reading decodable texts in which consonant patterns, adjacent consonants, and a range of long-vowel phoneme-grapheme correspondences are practised in connected text. These include texts at the Tupu and Māhuri levels of the Ready to Read Phonics Plus scope and sequence. These texts are designed around a scope and sequence of grapheme-phoneme correspondences and include:

- › a variety of sentence structures, including compound, and some complex sentences, with an increasing number of high-frequency words
- › a narrative that has a beginning, middle, and end and that may include a problem and a resolution.

As soon as students can accurately decode texts with words that contain consonant digraphs and adjacent consonants, and have learned long-vowel patterns from early in the chosen phonics scope and sequence, they will be reading a wide range of carefully selected texts with teacher support in ways that align with structured literacy approaches. These texts could include Ready to Read colour-wheel books up to Green level. They will include:

- › generally familiar contexts and settings, one text form, and one main storyline or topic
- › content that is mostly explicitly stated, but also some implicit content that provides opportunities for simple inferences
- › dialogue between easily identified speakers
- › illustrations that support and extend the meaning but do not exactly match the words
- › sentences that run over more than one line without splitting phrases
- › topic words and interest words (including a wide range of regular and irregular verbs and some adjectives and adverbs) that are likely to be in a reader's oral vocabulary and whose meaning is strongly supported by the context or illustrations
- › a range of punctuation, including speech marks and commas, to support phrasing and meaning
- › some visual-language features such as diagrams or speech bubbles.

## Texts for the second year at school

Early in year 2, students are likely to be reading decodable texts in which r-controlled vowels, alternative spellings, diphthongs, and morphemes are used in connected text. These could include texts at the Māhuri and Rākau levels of the Ready to Read Phonics Plus scope and sequence. These texts are designed around a scope and sequence of phoneme-grapheme correspondences. They include:

- › a narrative that has a beginning, middle, and end and that may include more than one problem and resolution
- › a variety of sentence structures, including complex sentences.

Students will also be reading a wide range of carefully selected texts (e.g., Ready to Read colour-wheel books at Orange and Turquoise levels) in ways that align with structured literacy approaches. These texts will have characteristics that include:

- › some settings and contexts that may be outside the students' prior knowledge but that they can easily relate to
- › a mix of explicit and implicit content that provides opportunities for simple inferences
- › illustrations that support the meaning and that may suggest new ideas or viewpoints
- › mostly familiar words, but some new topic words and descriptive language (e.g., synonyms, definitions, or explanations) whose meaning is supported by the context
- › visual-language features such as labelled diagrams, inset photographs, and bold text for topic words linked to a glossary.

## Texts for the third year at school

Students will be reading fiction and non-fiction texts of varying lengths, such as Ready to Read colour-wheel books at Purple and Gold levels, Junior Journals, CHAPTERS, and texts from other sources, in ways that are aligned with structured literacy approaches. These texts will have characteristics that include:

- › some unfamiliar contexts and settings with shifts in time and place, many characters and events, and more than one storyline in narrative texts
- › a variety of sentence structures, including complex sentences
- › frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page
- › some unfamiliar words and phrases whose meaning is supported by the context or illustrations, including descriptive vocabulary, subject-specific vocabulary, and commonly used words with multiple meanings

- › a mix of explicit and implicit content, requiring students to make connections between ideas expressed in the text or illustrations and their prior knowledge in order to make simple inferences
- › some pages with no illustrations
- › visual-language features such as subheadings, text boxes, footnotes, glossaries, indexes, and diagrams and maps that are clearly explained and linked to the body text
- › ideas and information organised in paragraphs
- › text that encourages critical analysis by raising wonderings and questions in the mind of the reader within texts and across texts.

These texts will include a range of poetry, children's literature, visual and graphic texts, and informational texts from a range of sources, including digital sources.

		During the first 6 months <i>Informed by prior learning, teach students to:</i>	During the first year <i>Informed by prior learning, teach students to:</i>	During the second year <i>Informed by prior learning, teach students to:</i>	During the third year <i>Informed by prior learning, teach students to:</i>
Word recognition	Phonemic awareness and phonics knowledge	› orally identify the first, last, and middle phonemes in a three-phoneme word, and connect to print	› discriminate between short- and long- vowel phonemes		
		› orally blend up to three phonemes to make words (e.g., bat, fun)	› orally blend up to six phonemes to make words (e.g., sprint, picnic)		
		› name lower- and upper-case letters of the alphabet and match letters to consonant and short-vowel phonemes	› pronounce the phoneme for all consonant digraphs (e.g., ch, sh) and some long-vowel patterns	› pronounce the phoneme for common vowel teams (e.g., ai, igh), diphthongs (e.g., oy), and r-controlled vowels (e.g., ar, ir)	› decode words with less-common graphemes, noting the phoneme-grapheme correspondences
	Decoding	› decode consonant-vowel-consonant (CVC) words in isolation and in connected text, using their phonics knowledge	› decode words with adjacent consonants, consonant digraphs, and some long-vowel patterns in connected text, using their phonics knowledge	› decode common words with long-vowel patterns, diphthongs, and r-controlled vowels in connected text, using their phonics knowledge	› decode words with less-common spellings, using their phonics knowledge
		› decode CVC words with the suffix -s, using their phonics and morpheme knowledge	› decode words with the suffixes -ed and -ing, using their phonics and morpheme knowledge	› decode words with a range of common prefixes (re-, un-) and suffixes (-er, -est, -ly), using their phonics and morpheme knowledge	› decode words with a wide range of prefixes (in-, dis-) and suffixes (-less, -ful), using their phonics and morpheme knowledge

### Teaching considerations

Teach phonemes together with graphemes, as current research indicates that this leads to stronger reading outcomes than providing oral phonemic awareness activities without letters.

Once learners are aware that spoken words are made up of phonemes, and that phonemes are represented by graphemes in written words, phonemic awareness is best developed in the context of learning to decode and spell words.

Provide opportunities for students to develop phonemic awareness and phonics knowledge through activities and resources such as:

- › Word chains – these are a good way to simultaneously develop phonemic awareness, phonics knowledge, and the skills of decoding and spelling. A word chain substitutes one phoneme at a time (e.g., changing map → mop → top → stop).
- › Sound and phonics cards – these support you to teach articulation of phonemes (taking into consideration students’ dialects and accents), grapheme-phoneme correspondences, blending, and segmenting. [Ready to Read Phonics Plus](#) sound and phonics cards are one example.

A comprehensive, systematic, synthetic phonics scope and sequence provides a detailed sequence of grapheme-phoneme correspondences to guide your teaching. The [Ready to Read Phonics Plus scope and sequence](#) is one example.

Be responsive to students’ strengths and needs. This includes the use of fingerspelling for students who use NZSL, or Braille for students who are blind. For emergent bilingual and multilingual learners, seek information about the phonemes present in their known language(s), as English phonemes that are not present in their other language(s) are likely to need careful teaching and practice.

Develop students’ new phonic and morphological knowledge and skills by providing frequent, repeated, spaced, and varied opportunities for deliberate practice. Make sure that students develop accuracy and automaticity when they are decoding at word, sentence, and whole-text level.

Give responsive feedback, and correct errors promptly and supportively.

Ask students to write words that apply their new grapheme-phoneme correspondences learning. This will reinforce the connections between graphemes and phonemes.

Explicitly teach students to decode words by using continuous blending. This involves sounding out words without stopping between phonemes (e.g., “mmmmaaat”). Model this by sliding your finger under the word rather than pointing to each grapheme separately.

Note that unstressed syllables have vowels that don’t make their typical sounds. Instead, they make sounds known as the schwa. The schwa often sounds like the short u sound or the short i sound, like the sound for ‘er’ in water, or the sound for ‘o’ in police. Teaching students about the schwa sound can be helpful when they begin to read multisyllabic words because it is the most common vowel sound in the English language.

Teach students to apply their phonic and morphological knowledge when decoding words that they do not yet recognise automatically, and not context and picture cues. Context and picture cues can be used to support making meaning.

Provide multiple opportunities for students to learn high-frequency words by mapping their grapheme-phoneme correspondences in the same way they would map other words. This will enable orthographic mapping, which is the process of connecting the spelling, pronunciation, and meaning of a word in long-term memory for instant retrieval as a ‘sight’ word. Draw attention to any unknown or irregular grapheme-phoneme correspondence(s).

You could further develop students’ phonic and morphological skills by using games that provide varied and fun ways for students to practise the skills you have already explicitly taught. For example, you could use [Ready to Read Phonics Plus games](#). *(continued on the next page)*

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Word recognition</b>	<b>Decoding</b>		› decode two-syllable words with a closed-syllable pattern (e.g., rapid and picnic), using their phonics knowledge	› decode two- and three-syllable words with all taught correspondences (e.g., costume and lightning), using their phonics and morpheme knowledge	› decode multi-syllable words, including words with unstressed syllables, using their syllable, morpheme, and word knowledge
		› read the most common high-frequency words in decodable texts at <a href="#">their year level</a>	› read the most common high-frequency words in decodable texts at <a href="#">their year level</a>	› read the most common high-frequency words in decodable texts at <a href="#">their year level</a>	› use their phonics and morpheme knowledge to read words that are not entirely regular, including high-frequency words
		› self-correct their decoding attempts using taught grapheme-phoneme knowledge	› self-correct their decoding attempts using grapheme-phoneme knowledge	› adjust their decoding attempts by varying pronunciation, making use of different phonemes represented by the graphemes, and confirming with oral vocabulary	› adjust their decoding attempts by applying the variety of phonemes that graphemes can represent, including the schwa sound in unstressed syllables, and confirming with oral vocabulary

### Teaching considerations

Use your chosen phonics scope and sequence responsively, adapting your teaching to meet the needs and strengths of your students:

- › For students who need additional teaching to accelerate their decoding skills, continue to provide frequent, explicit practice of targeted knowledge and skills. The Phonics Checks after 20 weeks and 40 weeks at school will help identify students who would benefit from additional support. Use more detailed diagnostic skills assessments to find out what students already know and need to learn next. These will assist you to form flexible small groups around specific needs.
- › Provide students who reach decoding mastery more quickly with opportunities for enrichment and extension in other literacy domains, such as vocabulary and comprehension, and give them ample opportunities to read increasingly challenging texts.

Consider the best books to support students' developing skills:

- › Decodable texts support students to apply and practise taught grapheme-phoneme correspondences.
- › Monitor when students can accurately decode text with most consonant spellings and have learned long-vowel patterns from early in the chosen phonics scope and sequence. Then continue to use decodable texts for new learning, and begin to use carefully selected, less-controlled texts in ways that align with structured literacy approaches.
- › Engaging with less-controlled texts promotes the statistical learning required for reading proficiency. In the context of reading, statistical learning is the ability to recognise patterns and regularities in written language. It is a form of implicit learning and includes becoming aware of the probability that a particular grapheme will correspond to a particular phoneme.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Word recognition</b>	<b>Conventions of print</b>	› match spoken words to written words while decoding (word-to-word matching), pointing to words if necessary			
		› read from left to right and use a return sweep for the next line of text			
		› identify capital letters and full stops to explain where sentences begin and end	› identify capital letters, full stops, and exclamation marks to explain where sentences begin and end, and basic punctuation such as speech marks	› identify and explain the purpose of basic punctuation such as speech marks, commas, exclamation marks, and question marks	› identify and explain the purpose of punctuation features such as speech marks, commas, exclamation marks, question marks, and parentheses, and print features such as bold print and italics
	<b>Fluency</b>	› read words with learned grapheme-phoneme correspondences quickly, as blended units	› read words with learned grapheme-phoneme correspondences accurately and automatically › read decodable sentences and <a href="#">year 1 level text</a> , with phrasing and growing automaticity	› read <a href="#">year 2 level text</a> , accurately, with expression, and at oral-reading fluency rates appropriate for year 2 students	› read <a href="#">year 3 level text</a> , accurately, with expression, and at appropriate oral-reading fluency rates for year 3 students

### Teaching considerations

Discuss and demonstrate the use of print conventions during shared reading, small group reading, and modelled writing.

If students are learning English as an additional language, consider any differences between the script (e.g., symbols or letters) and print conventions (e.g., direction of text) of English and those of their home and heritage languages.

Fluent reading – with accuracy, appropriate rate, automaticity, and expression – is necessary for reading comprehension. Fluency will begin to develop once students reach proficiency in phonics knowledge and decoding skills. Use an Oral Reading Fluency (ORF) assessment to identify students who need more targeted teaching support, and to monitor their progress regularly over time.

Time spent reading text is critical. Students need daily opportunities to practise reading in order to consolidate accurate decoding skills, develop automaticity and expression, and enable reading comprehension. Reading aloud provides more effective practice than silent reading until students have developed sufficient oral-reading fluency.

Support students to develop their fluency through evidence-based strategies such as:

- › modelling fluent reading through daily read-alouds, using phrasing and expression
- › teaching students to respond to punctuation when reading aloud and to group words in phrases for expression, stress, and intonation
- › encouraging students to make their reading sound like spoken language, to support their understanding of what they read
- › using choral reading, echo reading, partner reading, and repeated reading
- › encouraging continuous wide reading, where students read a variety of texts, which also builds vocabulary and background knowledge
- › reading a number of slightly different texts on the same topic to improve both comprehension and fluency.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Comprehension</b>	<b>Vocabulary</b>	› notice and ask questions about new or unfamiliar words as they arise in texts that are read to them	› ask questions about unfamiliar words, and use context clues from the text to identify the meaning of those words, when text is being read to them	› use context clues and knowledge of syntax to determine the meaning of unknown words and phrases in texts that are read to them	› use knowledge of context clues, prefixes, and root words to understand new vocabulary in texts that are read to them
				› use knowledge from other year 2 learning areas and topics to determine the meaning of words and phrases in a text	› use knowledge from other year 3 learning areas and topics to determine the meaning of words and phrases in a text
	<b>Sentence structure</b>	› read and comprehend simple sentences	› read and comprehend both extended simple and compound sentences › follow the subject in consecutive sentences, even when a pronoun, synonym, or noun phrase is used	› read complex sentences with subordinating conjunctions, holding the meaning across the whole sentence › follow the subject in consecutive sentences, even when a pronoun, synonym, or noun phrase is used	› read and hold meaning across longer sentences and between sentences

### Teaching considerations

Vocabulary knowledge is vital for developing comprehension skills.

Explicitly teach vocabulary that is at students' age-appropriate, oral-language level, rather than at their decoding level. Encourage them to proactively ask questions about unfamiliar words.

In the first year or two of this phase, vocabulary teaching will usually take place during interactive read-alouds, when you are reading to students. It is best to do this by quickly supplying student-friendly definitions, rather than by canvassing the class for guesses about the word's meaning. This ensures that the flow of the story is not lost and that students do not remember the incorrect meanings.

Context clues should only be used to work out the meaning of words, not to work out what the word is. They may sometimes, however, alert the reader to a decoding error when the meaning of a sentence has been lost.

When teaching students how to use context clues for meaning, deliberately point out clues in the surrounding sentences. For example, say, "Let's look at the other words around it to figure out the meaning." Use think-alouds to model how you use context clues.

For some students, new vocabulary learning will centre on less-common words and words that express abstract concepts. In addition, English language learners and students with language-related learning challenges will benefit from explicit teaching and incidental support for some common, everyday vocabulary.

Making sense of a range of sentence structures is fundamental for reading comprehension, and using that knowledge helps students to write clearly.

Demonstrate how to clarify the meaning of a sentence by breaking it down and paraphrasing what it means.

To develop understanding of sentence structures, you could find and explore a range of sentence structures during shared reading and interactive read-alouds.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Comprehension</b>	<b>Text forms and genre</b>	› distinguish between texts that entertain and texts that inform	› distinguish between different types of text that entertain (e.g., poems or stories)	› identify and discuss the purpose, and some of the characteristics, of different types of texts that entertain and texts that inform › identify and discuss the purpose and some of the characteristics of texts from their own or others' cultures	› identify the audience and purpose of texts that entertain, inform, and persuade › identify the audience and purpose of texts from their own and others' cultures
	<b>Text structure, style, and features</b>	› recognise basic features of texts that entertain, such as chronological order in stories or sound patterns in poetry (e.g., rhyme)	› notice and discuss the features of texts including setting, character, and main events in stories and the use of sound in poetry (e.g., alliteration and rhyme)	› identify and discuss text features and their purpose (e.g., titles, headings, images, table of contents), the use of story grammar, and how the author uses language purposefully › identify and discuss text features and their purpose, the use of story grammar, and how language is used purposefully in texts from their own or others' cultures	› explore how texts are structured (problem-solution, compare-contrast), the use of text features (visual elements, headings, glossaries, chapters, scenes) and how language is used (tense, figurative and topic-specific language) › explore how texts are structured, the use of text features, and how language is used in texts from their own and others' cultures

### Teaching considerations

To comprehend a whole text, students need both general knowledge and vocabulary knowledge. Throughout the school day, students should have opportunities to widen their knowledge and engage with a range of texts that support learning across curriculum learning areas. Most of the texts used for teaching comprehension will be read to students in this phase, particularly in the first two years of schooling.

When you are reading to students, select texts that introduce them to a range of text forms, purposes, and genres, including poetry, picture books, and informational texts. Point out that some texts can meet more than one purpose, such as being both informative and entertaining.

Explicitly teach students to recognise and understand the features and structures of texts (e.g., through the use of exemplar texts).

Explicitly teaching text structures during reading supports better comprehension, as it enables students to focus on key information and make sense of the content. It also supports students to apply that knowledge in their writing.

Ensure that the complexity of the text is appropriate for students.

For students to know that there are stories and ideas from New Zealand, pay particular attention to texts valuing te ao Māori and Māori perspectives. To further build students' understanding of what it means to live in the Pacific, explore texts by Pacific authors and others who have made New Zealand their home.

Selecting texts because they are fun, or because they speak to the interests, identities, languages, and cultures of students, helps to demonstrate that stories are a source of joy and nourishment.

Although you cannot ensure that students grow to love reading, you can put in place the right conditions to make it more likely. Success in reading usually helps to build students' engagement. You can also build their engagement with reading by encouraging them to choose and talk about favourite texts (some of which you may have introduced to them in read-alouds).

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Comprehension</b>	<b>Comprehension monitoring</b>	› use their prior knowledge of a topic or concept, along with their knowledge of words, to respond to questions (e.g., how or why) about texts	› respond to questions (e.g., how or why) and open-ended prompts about texts › monitor their own understanding of texts by checking that each sentence they have read makes sense › use rereading as a strategy to find where and why meaning broke down	› monitor their understanding of texts and attempt to repair meaning by rereading, drawing on their prior knowledge and knowledge of words, and asking questions (e.g., what, how, or why)	› monitor their understanding of a range of texts and repair meaning by adjusting reading speed to accommodate complexity, rereading, visualising, checking, decoding, and asking and answering questions of the text
	<b>Summarising and drawing conclusions</b>	› identify the main event in texts that entertain and the main topic or idea in texts that inform	› retell the key details from a text in response to prompting questions (e.g., who or what)	› identify the key message or idea in a text, and retell the key details of the text in response to sequence questions (e.g., what happened? when did it happen? who did it happen to? what happened next?)	› identify the central message or main idea in a text, and provide the key details in sequence, beginning to use paragraphs as a structural guide to identify the main ideas
	<b>Inferring using evidence</b>	› use prior knowledge to predict what might happen next in a text	› use what has happened in a text, along with their prior knowledge, to predict what might happen next	› use what is stated in a text, along with their prior knowledge, to predict what might happen next › draw inferences, using visual images in the text to check and support those inferences	› make use of stated and implied information or ideas in a text to make connections with their own knowledge, to draw inferences, and to make meaning

### Teaching considerations

Students can practise applying comprehension skills both when reading texts and when listening to texts. All texts, including decodable texts, provide opportunities for using comprehension skills to make meaning.

Model your own thought processes by thinking aloud to show students what to do when they find problems in texts. These problems could include unknown words, conflicts with prior knowledge, and inconsistencies. Demonstrate what they can do to solve these problems. For example, during and after reading or listening to the text, ask questions such as “Does that make sense?”, “Why did ...?”, “How does that connect with ...?”, or “How does this information fit with what I already know about this topic?”

Summarising and drawing conclusions are powerful skills because they improve students’ memory of what they have read. They can also be used as a comprehension check.

Explicitly teach summarising skills when reading to and with students. Encourage them to also use these skills when they are reading texts for themselves. These skills can be modelled and practised several times during the day with a variety of texts.

Explicitly teach students to summarise text by using think-alouds. Model how to find the main ideas, crucial details, keywords, and phrases, and to identify irrelevant details that can be ignored. You could then teach students how to combine these ideas into a single, informative sentence, called a gist statement.

Explicitly teach students to infer meaning from texts by modelling and using think-alouds. Teach students to use clues in the text and their prior knowledge to make predictions and inferences.

Younger students could practise inferring information using illustrations.

Use questions to guide students about what they know and what they still need to find out to make inferences about the text.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Critical analysis</b>	<b>Identifying perspectives</b>		<ul style="list-style-type: none"> <li>› discuss how words in a text can make the reader feel a certain way about a character or event</li> </ul>	<ul style="list-style-type: none"> <li>› discuss how text creators choose words, symbols, images, and other text features to communicate their intended meaning or perspective</li> </ul>	<ul style="list-style-type: none"> <li>› share what they notice is included and missing from texts (e.g., perspectives shown or not shown) and explain the effect of this</li> <li>› discuss how language, text features, and visual images are used to influence feelings, thoughts, and actions</li> </ul>
	<b>Connecting and responding</b>	<ul style="list-style-type: none"> <li>› make personal connections to texts by sharing their feelings and thoughts, drawn from their experiences, about the characters or ideas in texts.</li> </ul>	<ul style="list-style-type: none"> <li>› respond to, share opinions about, and make connections to texts by drawing on their knowledge of topics, their experiences, and their knowledge of the world.</li> </ul>	<ul style="list-style-type: none"> <li>› identify connections between the ideas expressed in texts and their own knowledge of topics and other texts, their experiences, and their knowledge of the world</li> <li>› respond to texts by sharing opinions and personal feelings about the ideas in texts.</li> </ul>	<ul style="list-style-type: none"> <li>› make connections within and between texts and their own knowledge of topics, their experiences, and their knowledge of the world</li> <li>› discuss differences and similarities in how texts are interpreted or viewed</li> <li>› respond to texts by sharing opinions and personal thoughts and feelings about the ideas in texts.</li> </ul>

### Teaching considerations

Carefully select texts that provide opportunities to see into different places, times, and cultures, going beyond the actual experiences of students. They might include stories, news reports, information texts, and letters.

Explicitly teach and model:

- › recognising opinions in a text and acknowledging that it is OK for others to have different opinions from their own
- › how to respond to others who have different points of view from their own
- › how to back up their opinions with evidence from the text
- › how to make connections between their own experiences and the text
- › the specific language that they might need to use (e.g., stereotype, included, excluded).

Ask students questions such as:

- › How are your experiences or views similar to or different from those in the text?
- › Who was the author thinking about?
- › Whose voice is included and whose is missing. What is the effect of this?

The different kinds of knowledge that students bring to text, including topic, disciplinary, cultural, and general knowledge, all contribute to their understanding of texts. Explicitly teach students not only to use their existing knowledge, but also to refine it by seeking new information.

Classroom environments need to be safe places where students feel comfortable sharing their knowledge so that different perspectives can be heard and understood. Early in this phase, teach students what it means to have and express opinions. Make sure they understand that their opinion might differ from other people's and that different opinions are OK.

Deliberately build students' depth and breadth of knowledge by introducing them to rich, complex texts, experiences, and discussions,

Use questioning before, during, and after reading. This allows you to check the knowledge that students already have and are developing as they read.

## Writing

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Transcription skills</b>	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>› form most lower-case letters and numerals correctly and legibly, with each letter or numeral on the line</li> </ul>	<ul style="list-style-type: none"> <li>› form most lower- and upper-case letters and numerals correctly and legibly, with each letter or numeral on the line, and attending to size and spacing</li> </ul>	<ul style="list-style-type: none"> <li>› form all letters and numerals correctly and legibly, attending to size, placement, and spacing</li> </ul>	<ul style="list-style-type: none"> <li>› print all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity</li> </ul>
		<ul style="list-style-type: none"> <li>› sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, with support</li> </ul>	<ul style="list-style-type: none"> <li>› sit comfortably, apply a comfortable amount of pressure, and use a functional pencil grip, independently</li> </ul>	<ul style="list-style-type: none"> <li>› consistently practise good posture and a comfortable grip when writing</li> </ul>	<ul style="list-style-type: none"> <li>› consistently practise good posture and a comfortable grip when writing across the curriculum</li> </ul>

### Teaching considerations

Explicitly teach handwriting every day for at least 10 minutes using a consistent, school-wide approach.

As you introduce new graphemes in the phonics scope and sequence, teach students lower-case and upper-case letter formations.

During handwriting instruction, teach and provide practice with groups of letters that are formed with similar motor patterns:

- › rounded 'c' shape: c, a, d, g, q, o, e
- › curve start: s, f
- › straight down start: l, t, i, j, r, n, m, p, h, b, k, y, u
- › slants: v, w, x, z.

Teach the correct starting points, stroke direction, pencil lifts, stopping points, shape, size, and slope. Use consistent verbal instructions for how to form each letter and numeral.

Model letter and numeral formation and watch closely as students practise. If you see an error or confusion developing, re-model for the student and support them to practise correctly.

Support students with their handwriting during writing time also, to avoid errors and confusions being practised.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Transcription skills</b>	<b>Spelling</b>	› orally segment phonemes in a single-syllable, CVC word	› orally segment phonemes in a single-syllable, CCVC or CVCC word	› orally segment two-syllable words into syllables, then segment syllables into phonemes for spelling	› orally segment multi-syllable words into syllables, then segment syllables into phonemes for spelling
		› map graphemes to phonemes for the five short vowels and some single-letter consonants to spell some CVC words	› map graphemes to phonemes for the five short vowels, all single-letter consonants, and some consonant digraphs › apply phoneme-to-grapheme knowledge to spell single-syllable CVC words, words with consonant digraphs (e.g., sh, th, ng), and words with two adjacent consonants (CVCC, CCVC)	› map graphemes to phonemes for all short-vowel and consonant phonemes, including double consonants (e.g., ff, ss), consonant digraphs and trigraphs (e.g., -dge, -tch), and up to three adjacent consonants (CCCVC, CCCVCC)	
				› spell words with the vowel patterns: - <a_e>, <ai>, <ay> representing /long a/ - <e_e> representing /long e/ - <i_e> representing /long i/ - <o_e> representing /long o/ - <u_e> representing /long u/	› spell words with the vowel patterns: - <oo> as in 'good' - <oy> and <oi> as in 'coin' and 'toy' - <ee>, <ea> representing /long e/ - <oa>, <ow> representing /long o/

### Teaching considerations

Students will develop these skills and build this knowledge in the contexts of learning to write and learning to read.

Teach spelling every day and provide multiple opportunities for practice and review.

Explicitly teach students:

- › to identify syllables within words
- › to segment words or syllables into phonemes
- › to spell irregular, high-frequency words, closely analysing how the graphemes represent the phonemes of the word, which parts are spelt regularly, and which parts need careful attention to remember
- › spelling patterns and spelling conventions.

In the early stages of this phase, the phoneme-grapheme correspondences needed for spelling and reading are often taught together.

Practise decoding and spelling words that share the same phoneme-grapheme correspondences and/or morphemes, in isolation and in sentences.

Symbols used in the sequence: the content within <> is the grapheme and within // is the phoneme.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Transcription skills</b>	<b>Spelling</b>	› spell 5 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., I, the, a, my, to)	› spell 10 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., was, of, said, is, what)	› spell 20 or more words that are high frequency in their oral vocabulary and contain irregular or currently untaught phoneme-grapheme correspondences (e.g., brother, who, two, put, some, could)	› spell most commonly used irregular words containing less typical phoneme-grapheme correspondences
				› add common suffixes (e.g., -s, -ed, -ing)	› add less-common suffixes (-er, -ly) and apply simple spelling conventions (e.g., taking away e from a split-vowel digraph before adding a vowel suffix (hope → hoping))
				› spell easier contractions for two-word phrases (e.g., those ending with am, is, and are – I'm, she's, he's, it's, we're)	› spell contractions for two-word phrases ending with has, had, not, will (e.g., he's, I'd, don't, she'll)
				› spell words with: › <ou>, <ow> representing /ow/	› spell words with r-controlled vowels represented by <ar>, <or>, <er>, <ir>, and <ur>

### Teaching considerations

(See teaching considerations on page 65.)

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Composition</b>	<b>Audience, purpose, and task</b>	› suggest an intended audience and purpose while constructing a text in shared writing lessons	› discuss who the audience will be for a text and what the purpose will be, then plan and write with the purpose and audience in mind	› identify the audience and purpose for a text, then plan and write for the intended audience and purpose	› identify the audience and purpose for a text, then plan and write for the intended audience and purpose › choose an appropriate language register, such as formal or informal language
	<b>Sentence structures and punctuation</b>	› demonstrate understanding that a sentence is a group of words used to communicate an idea	› demonstrate understanding that a simple sentence communicates an idea and includes a subject and a verb	› demonstrate understanding that a compound sentence consists of two clauses joined by a coordinating conjunction	› demonstrate understanding that a complex sentence consists of two clauses joined by a subordinating conjunction
		› repeat simple sentences, modelled by the teacher	› orally form a simple sentence, with a subject-verb clause	› combine two simple sentences, orally, using a coordinating conjunction, to form a compound sentence	› combine two simple sentences orally, using a subordinating conjunction, to form a complex sentence
			› use simple sentences in writing	› use compound sentences using coordinating conjunctions (e.g., and, but, so) in writing	› use complex sentences using subordinating conjunctions (e.g., although, because, though) in writing
		› recognise and use a full stop at the end of the sentence	› correctly use full stops and capital letters, with some support	› use full stops and capital letters correctly and independently	› use capital letters, full stops, question marks, and exclamation marks correctly › use commas for lists

### Teaching considerations

Select model texts that demonstrate a writer's effective choices of words and language features. Discuss and analyse these with the students during shared reading or writing times.

Explicitly teach students:

- › the different purposes and features of text forms and genres
- › the different vocabulary used for specific text purposes (e.g., imperative verbs for instructions).

Provide opportunities for students to share their writing with different audiences.

Explicitly teach students what a sentence is.

Make sure they realise that written sentences often have a different structure (or syntax) than spoken sentences.

Teach students to identify complete sentences and fragments and explain the difference. This enables them to identify errors in their writing and understand how to correct them.

Students will benefit from co-constructing sentences and discussing sentence structure and punctuation.

It is often helpful to record orally constructed sentences, highlighting punctuation to show how it is used to form sentences.

Oral sentence-combining helps to teach grammar, and the difference between simple, compound, and complex sentences. It also provides opportunities for students to practise forming these types of sentences.

Sentence-expanding teaches students to add detail about what, when, where, who, why, and how to their sentences. Added details can be single words or phrases.

Some students will benefit from scaffolding and supports such as colour coding, graphics, and manipulatives to identify the different parts of a sentence.

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Composition</b>	<b>Writing to entertain</b>	› narrate a single event orally, pictorially, or through teacher scribing	› write one or more sentences that narrate a single event or several loosely linked events in the order in which they occurred	› write short narratives about two or more sequenced events, including some details regarding what happened and where, and provide some sense of closure	› write a narrative in which they recount a well-elaborated event or short sequence of events, including details to describe setting, actions, thoughts, and feelings, and provide a sense of closure
	<b>Writing to inform</b>	› retell learned information about a topic	› write one or more sentences sharing learned information about a topic	› write a series of sentences about a topic, including a main idea and some related details	› write a paragraph about a topic that includes a topic sentence, supporting details, and a concluding sentence
	<b>Writing to persuade</b>	› orally state an opinion or preference about a topic	› write a sentence stating an opinion, feeling, or preference about a topic	› write a series of sentences in which they state their opinion about a topic, followed by a reason for the opinion	› write a paragraph that states an opinion about a topic, give some supporting reasons for their opinion, and provide a concluding statement

### Teaching considerations

Students' awareness of text structures begins with reading.

Explicitly teach them how to recognise text structures as they read. This supports their reading comprehension as well as their writing composition.

Teach them to identify the features of different text types (e.g., titles, headings, diagrams, illustrations, tenses, order of events, and the language used).

Encourage students to use specific text-type planning templates to ensure essential elements of the text type are included (e.g., a letter would use a different planning template than a narrative).

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Writing craft</b>	<b>Word choice</b>	› suggest words and phrases related to the topic or concept when participating in shared writing	› use words and phrases that show simple relationships and verbs that correctly show different tenses	› select and use words and phrases, including adjectives and adverbs, that give clear details about an object or action › correctly use the past tense for irregular verbs	› select and use words and phrases, including adjectives and adverbs, that are increasingly precise in expressing the intended meaning
	<b>Language features and devices</b>	› notice simple language features during shared reading (e.g., onomatopoeia, alliteration, and repetition)	› identify and discuss the use of simple language features such as onomatopoeia, rhyme, and alliteration in texts that entertain	› identify and use rhyme, alliteration, onomatopoeia, and simile to enhance effect in writing that entertains and engages the reader	› identify and use language features to enhance effects in writing, and describe how they can communicate meaning figuratively
<b>Writing processes</b>	<b>Planning</b>	› plan their writing by saying a sentence to the teacher	› plan their writing through talk, determining the precise wording of each sentence before writing it	› plan a short series of sentences through talk, thinking carefully about each sentence before writing it	› use simple organisers (e.g., graphic organisers or mnemonics) to plan single-paragraph texts
					› use simple note-taking in their planning
			› identify and work towards a specific writing goal, with close support	› identify and work towards a specific writing goal, with support	› identify and work towards a specific writing goal based on revisions and edits made to previous writing

### Teaching considerations

When teaching word choice:

- › build word knowledge through shared reading of texts and class discussions
- › explicitly teach and record words that students could use in their writing, including topic-specific words or descriptive words
- › model using these words in the planning, drafting, and revising stages of writing
- › model choosing the best word to convey meaning
- › introduce 'shades of meaning' (e.g., freezing, frosty, chilly, or cool)
- › use model texts to show how an author has chosen words for different purposes.

Poetry is a rich source of vivid and imaginative word choice. Reading and writing poetry gives students the chance to encounter a rich store of words and use them in innovative and creative ways.

Explicitly teach students to recognise and use language features that will enhance their writing. This is best done in the context of purposeful writing, rather than in isolated activities.

For example, when writing a narrative, similes or metaphors might help to create a vivid image of the setting.

Teach students about language features and devices, for example, by:

- › analysing model texts to notice and recognise taught language features
- › discussing how these features enhance the text.

After discussing and analysing model texts, make the examples of language features accessible for students to refer back to when they are writing.

Students should be writing daily as soon as they have enough transcription knowledge and skills to make readable spellings.

The writing process is recursive. Effective writers continually repeat and revisit the stages in the process as they write.

Students must have enough knowledge about a topic to plan and write about it. Build students' knowledge about a topic by reading to and with them, facilitating relevant experiences and discussions, and providing opportunities for them to read independently.

Explicitly teach note-taking skills to ensure that students are recording key words and phrases in their own words.

*(continued on the next page)*

		<b>During the first 6 months</b> <i>Informed by prior learning, teach students to:</i>	<b>During the first year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the second year</b> <i>Informed by prior learning, teach students to:</i>	<b>During the third year</b> <i>Informed by prior learning, teach students to:</i>
<b>Writing processes</b>	<b>Drafting</b>	› write the sentence that they have planned orally (with close support)	› write one or more sentences each day, after planning each sentence orally	› write a short series of related sentences each day that follow from their planning	› write single-paragraph texts that follow from their planning
		› begin at the margin and leave spaces between words	› begin at the margin and leave spaces between words	› begin at the margin and leave appropriately sized spaces between words	› begin at the margin and leave appropriately sized spaces between words
	<b>Revising</b>	› reread to check the sentence (with close support)	› reread to check each sentence as they write	› reread to check each sentence and make corrections when something does not make sense	› reread to check each sentence and make corrections when something does not make sense or is ungrammatical
				› add or delete words to clarify meaning, using feedback from teachers	› add, delete, or substitute words to clarify meaning
					› improve sentence construction by separating run-on sentences and/ or combining consecutive sentences
	<b>Editing</b>	› check each sentence and add any missing capital letters and full stops, with close support.	› check each sentence for known spelling patterns, capital letters, and full stops, with feedback and support.	› make simple edits to draft sentences, using known spelling patterns, capital letters, and punctuation to indicate the end of a sentence.	› make simple edits to draft sentences using known spelling patterns and punctuation.

### Teaching considerations

Revising and editing is done at the planning stage and at sentence and whole-text levels.

Encourage students to develop increasing independence in setting and monitoring their own progress towards their writing goals. Writing goals may relate to aspects of transcription, composition, craft, and managing the writing process.

As you teach writing processes, focus on the following aspects:

- › Planning should ideally be done orally at first.
- › Demonstrate notetaking by modelling how to take notes on a topic.
- › Prompt students to read and check each sentence as they write it. Use think-alouds to demonstrate how to plan a sentence, write it, and then check that it makes sense and has the necessary punctuation.
- › Make sure students are writing correct sentences.
- › If students have begun writing longer texts, you may be able to introduce teaching points from subsequent year levels.
- › Encourage students to work on improving word choices and sentence structure. Where appropriate, demonstrate how to improve sentence structure by combining and expanding sentences.
- › Model how to identify errors and make corrections.
- › Practise writing skills collaboratively by using shared exemplars and templates.

Phase

2

Years 4-6

## Progress outcome by the end of year 6

*Expanding horizons of knowledge, and collaborating  
Te whakawhānui i ngā pae o te mātauranga me te mahi tahi*

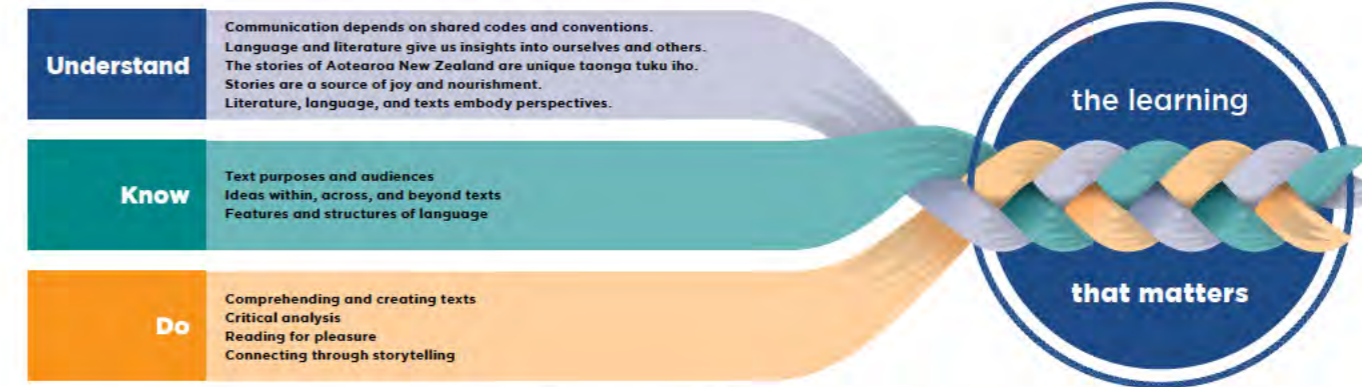
The critical focus of phase 2 is for all students to expand their horizons of knowledge and their collaboration, while continuing to nurture a positive relationship with oral language, reading, and writing. Throughout this phase there is a greater emphasis on using literacy in all learning areas and increasing students' overall and subject-specific knowledge.

Through an emphasis on communicating for learning, students enhance their ability to acquire knowledge through communication, in response to frequent opportunities to articulate their thoughts and ideas.

In reading, students consolidate their automatic word-recognition skills and further develop a love of reading. In writing, they explore diverse topics and genres with increasing technical accuracy, fostering creativity and enhancing their communication skills.

Students have opportunities to consolidate their learning through written text, as well as through visual and oral modes, and begin to use a range of digital technologies. As they use their literacy capabilities in increasingly specialised ways, students gain a more nuanced understanding of language codes and conventions, and how their use changes depending on context and purpose. Students deepen their understanding of the role of story in people's lives and the ability of stories to shape lives. They understand that stories from New Zealand and the wider world are a source of insight into places and people. They also understand the influence of texts on themselves and on those who are represented in and by texts.

The phase 2 progress outcome describes the understanding, knowledge, and practices that students have multiple opportunities to develop over the phase.



**The phase 2 progress outcome is found on the following two pages.**

## Understand

**Communication depends on shared codes and conventions. | E kore te whakawhiti kōrero e haere ki te kore he kawa, he tikanga e mōhiotia ana e te katoa.**

Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand (including accuracy, fluency, comprehension, and expression) has been shaped by our histories and linguistic heritages, and the encounters between them.

**Language and literature give us insights into ourselves and others. | Mā ō tātou reo me ngā tātai kōrero ka mārāma tātou ki a tātou anō, ki tangata kē anō hoki.**

Through our encounters with literature and other texts, we learn more about ourselves and come to understand and appreciate more about other people and the world around us. As we grow as text creators, we develop our own voice and identity and make our own unique contributions. This enables us to further understand ourselves and others, and helps others to better understand us.

**The stories of Aotearoa New Zealand are unique and special. | He taonga tuku iho ahurei ngā pūrākau o Aotearoa, nō konei taketake.**

Through the literatures of New Zealand and the Pacific, we understand where we have come from, who we are, and what it means to live in Aotearoa New Zealand. The stories, authors, and languages of New Zealand represent knowledge and experiences

shared across time and place, and connect us to global literary and linguistic traditions.

**Stories are a source of joy and nourishment. | Hei puna harikoa, hei puna waiora hoki ō tātou pūrākau.**

Reading, hearing, and creating stories provide opportunities to experience different worlds through creativity, imagination, and interaction. Stories may be classic or contemporary, fiction or non-fiction, narrative or non-narrative. They may cross boundaries in relation to mode and medium. Broadening and deepening an intellectual and aesthetic appreciation of classic and contemporary stories makes our lives fuller and richer.

**Literature, language, and texts express, influence, and explore perspectives and ideas. | Kei ngā mātatuhi, kei te reo, kei ngā tuhinga hoki te whakaahuatanga o te mana tangata, mana rōpū.**

Literature and language have been used throughout history to express, challenge, promote, and influence perspectives and ideas. Recognising and understanding the impact that literature and language can have enables us to explore the development and representation of ideas, events, and relationships in different contexts and at different points in time.

## Know

**Text purposes and audiences | Ngā whāinga me ngā hunga mā rātou ngā tuhinga**

Students know that the purpose of a text can be to generate a specific response (e.g., emotional or intellectual) based on the text creator's point of view. They also know that audiences may not always respond to a text in ways that the creator intended, and they will not all share the same interpretation.

As text creators, students know that their stories can be powerful and are aware of the responsibility to consider how their stories may affect others.

**Ideas within, across, and beyond texts | Ngā ariā**

Students know that all texts develop ideas and show different ways of seeing the world, and that they help students consider ethical dilemmas and social issues. They know that elements of texts can have figurative and literal meanings, that sometimes ideas in texts are not directly stated, and that texts rely on shared understandings to get their messages across.

**Features and structures of language | Ngā āhuatanga reo**

By the end of this phase, students know, recognise, and use the codes, conventions, and features of different types of texts, allowing for a greater degree of precision and clarity of meaning. This includes using less-common codes and conventions for specialised purposes (e.g., for conveying dialogue or showing relationships between ideas).

They know that there are different structures within different types of texts and know that combining a range of these structures helps to make meaning in specialised ways.

Students know that people use language in different ways in different situations, and that this helps to signal social roles and relationships.

Students know some local stories that provide insights into their rohe and community. They also know some stories from Aotearoa New Zealand and the Pacific.

## Do

**Comprehending and creating texts | Te whakamahi rautaki ki te whai māramatanga**

By the end of this phase, students have a strong command of vocabulary and grammar for communication, which supports their learning and ability to present information clearly. Their interpersonal communication skills, including listening and responding, are continuing to strengthen as they engage effectively with those around them. They can evaluate and integrate ideas and information from a variety of sources. They participate in communication for learning and build their language for describing their learning across the curriculum.

Students can use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in written, visual, and multimodal texts. They can evaluate and integrate ideas and information across a small range of texts.

Students can use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue). They can plan and revise so that their work is accurate and clear. They write with ease and automaticity and correctly spell a wide range of words, including those with advanced spelling patterns. They can select the mode (e.g., written text, image, digital, or a combination) that will convey their intended message most effectively.

**Critical analysis | Te tātari arohaehae**

At the end of this phase, students can discuss different interpretations of a text and justify a position using personal knowledge, evidence from the text, and knowledge of similar texts. They consider the effects of how people, places, objects, and ideas are represented in and across texts and can distinguish facts from opinions. They can also identify how their thinking has changed or solidified as a result of this critical analysis.

**Reading for pleasure | Te pānui hei whakangahau, hei whakapārekareka**

Students regularly read for pleasure, selecting texts based on their preferences and interests. They participate in reading communities where they listen, read, and make text recommendations.

**Connecting through storytelling | Te tūhono mā te whakawhiti kōrero**

Students draw on their personal background as a source of inspiration to express themselves creatively. They can create texts in collaboration with others, respecting the contributions everyone brings. By considering audience feedback, they identify and act on areas for improvement.

## Teaching sequence

*Expanding horizons of knowledge, and collaborating  
Te whakawhānui i ngā pae o te mātauranga, me te mahi tahi*

This section describes how the components of a comprehensive English teaching and learning programme are used during the second phase of learning at school.

In phase 2, such a programme offers students teaching that inspires the enjoyment of language and texts and provides systematic, explicit teaching of oral language, reading, and writing.

Students will continue to build their skills and knowledge with written texts while also encountering and engaging with texts and text features in a range of other modes (e.g., spoken, visual, and multimodal).

Continuously monitor students' learning and respond quickly to address any issues and misconceptions. Ensure teaching builds on what students already understand, know, and can do.

### Explicit teaching

During phase 2, students' existing oral language, reading, and writing skills will be consolidated and extended as they are exposed to more complex learning and a broader range of content, text types, and modes. Although explicit teaching of new content, skills, and knowledge is still essential, there will also be a shift towards more guided skill-development and practice, as well as independent practice and application as students combine new learning with prior learning.

- › Explain and model new learning in manageable steps, with active student engagement.
- › Use think-alouds and worked examples to model decision making and problem solving – for example, using knowledge of morphology to work out the meaning of new vocabulary.

- › Guide students' skill development and practice by prioritising engagement and using techniques that enable every student to participate. For example, every student could use hand gestures to indicate agreement or disagreement at the same time.
- › Reduce or increase scaffolding and supports in response to what you are noticing and recognising about students' learning.
- › Plan for consolidation of students' learning to build mastery and automaticity through varied independent activities that are designed to provide spaced practice and retrieval.

### Structured literacy approaches

During phase 2, there is still a focus on some of the constrained elements of structured literacy approaches. These can usually be mastered in a relatively short time frame and include the following elements:

- › **Fluency** is the ability to read text with accuracy, appropriate rate, automaticity, and expression.
- › **Spelling** involves segmenting words into sounds and representing them correctly with letters.
- › Mastering **handwriting** reduces the cognitive load involved in the constrained skills of writing, freeing up cognitive resources for composition when explicitly taught and practised to automaticity. It also supports the consolidation of grapheme-phoneme relationships.

The focus on unconstrained skills, which are more flexible and continue to develop throughout a person's life, expands during this phase. These include the following skills.

- › Explicit teaching of **oral language** supports students to develop the more advanced skills needed to effectively present ideas and information in ways that engage an audience and take an effective part in collaborative discussions and group work.
- › Explicit teaching of new abstract and discipline-specific **vocabulary** to support comprehension.
- › **Comprehension** is developed by combining many of the other elements of structured literacy approaches (e.g., phonics, vocabulary development, morphology, syntax, fluency, and text structure), along with activating prior knowledge and building new knowledge.

### Inclusive teaching and learning

Students learn best when teachers design inclusive learning environments and experiences that anticipate and value diversity and the open-ended potential of every learner.

- › Respond to students' unique strengths, needs, experiences, and interests.
- › Adjust the explicitness and intensity of teaching based on knowledge of students, using structured literacy approaches.
- › Hold high expectations for every student and be prepared to accelerate teaching sequences in response to student progress. Formative assessment and observation are important for identifying knowledge gained through implicit learning rather than through explicit teaching.
- › Provide targeted additional support to students in response to identified needs and strengths sooner rather than later, to prevent progress from stalling or gaps from widening further.
- › Use the [English Language Learning Progressions and ELLP Pathway](#) to plan targeted language support for new learners of English and those that are developing proficiency in the English language.

Some phase 2 students will still be working through a decoding scope and sequence, and this may include English language learners who began attending an English-medium school during phase 2. Use diagnostic assessments to pinpoint needs and strengths, and provide these students with intensive, accelerative, targeted support using age-appropriate materials.

### Developing positive identities as communicators, readers, and writers

- › Select texts to share with students that are fun and that speak to their interests, identities, languages, and cultures.
- › Provide opportunities for students to experience success in their learning through systematic and explicit teaching of new oral language, reading, and writing knowledge and skills in manageable steps.
- › Provide opportunities and support for students to select texts based on their preferences and interests and talk about favourite texts. Give students choice and opportunities to collaborate.

### Working with texts

- › Although reading and writing are described in separate strands, they are often used together. Texts that students read are used as models for writing, and writing is often a response to what they have read.
- › Read rich language texts daily to students to build their vocabulary, content knowledge, knowledge of text structures and features, word knowledge, comprehension skills, and love of books.
- › Explore a wider range of national and international texts with students during this phase, including oral texts, visual texts, and both fiction and non-fiction written texts in electronic and print media.
- › Provide age-appropriate materials for students who need intensive, accelerative, targeted support to build their decoding skills. At the same time, scaffold their access to year-level texts so that the development of their content knowledge, vocabulary, and comprehension skills is not restricted to the level of their decoding skills.
- › Provide opportunities to strengthen students' knowledge and understanding of Aotearoa New Zealand perspectives when making meaning.
- › See the section in reading that describes the year-level texts that students should be independently reading by the end of each year.

## Oral language

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Communicating ideas and information</b>	<b>Verbal reasoning</b>	<ul style="list-style-type: none"> <li>› give descriptions, recounts, and narrative retellings with specific details to actively engage listeners</li> </ul>	<ul style="list-style-type: none"> <li>› narrate stories with intonation and expression to add detail and excitement for listeners</li> </ul>	<ul style="list-style-type: none"> <li>› give well-structured descriptions, explanations, presentations, and narratives for different purposes, including for expressing their feelings</li> </ul>
	<b>Presenting to others</b>	<ul style="list-style-type: none"> <li>› present their ideas clearly, giving an introduction and conclusion when appropriate</li> <li>› be aware of audience needs and expectations</li> <li>› plan and adapt the content of a presentation for a specific audience and setting</li> <li>› draw on knowledge of the world to support their own point of view and explore different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>› plan and organise the content and structure a talk so that the audience can make connections between points</li> <li>› be aware of audience needs and expectations</li> <li>› plan and adapt the content of a presentation for a specific audience and setting</li> <li>› give supporting evidence (e.g., citing a text, a previous example, or a historic event)</li> </ul>	<ul style="list-style-type: none"> <li>› plan and construct a detailed argument or narrative</li> <li>› anticipate and plan for audience needs and expectations, leading to more tailored and effective communication</li> <li>› assess different viewpoints and present counter arguments</li> <li>› use direct quotes or citations to support an argument or view</li> </ul>
	<b>Taking on roles</b>	<ul style="list-style-type: none"> <li>› develop a role and add their own ideas to develop their position</li> </ul>	<ul style="list-style-type: none"> <li>› make relevant contributions in different roles and adapt to evolving scenarios by maintaining a role</li> </ul>	<ul style="list-style-type: none"> <li>› move discussion forward in different roles, and make contributions in different roles that keep others on task</li> </ul>

### Teaching considerations

Regular, deliberate practice builds confidence and fluency in the use of increasingly complex narrative language.

Examples of techniques for teaching recounting, retelling, and generating narratives include:

- › modelling the use of a consistent story-map structure, or other visual support, to help organise thoughts
- › providing opportunities for students to act out stories to help them internalise the story structure and details and improve their ability to retell it later
- › recording students as they tell stories, then playing back the recordings, allowing them to hear their own storytelling and identify areas for improvement
- › organising workshops where students can learn different storytelling techniques to make their stories more engaging (e.g., using voice modulation, gestures, and facial expressions).

Examples of techniques for teaching presenting to others include:

- › developing class discussion guidelines as shared success criteria for use in reflection
- › teaching conventions for different types of talk (e.g., storytelling, persuasive pitches)
- › organising simple debates on age-appropriate topics, supporting students to state their opinions and back them up with reasons.

Teach taking on roles using techniques such as:

- › assigning collaborative projects that require diverse roles for task completion (e.g., presentations, events)
- › organising structured debates and discussions, assigning specific roles (e.g., moderator, speaker).

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Interpersonal communication</b>	<b>Non-verbal communication</b>	<ul style="list-style-type: none"> <li>› consider using movement when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>› consider using body language and movement as they are presenting</li> </ul>	<ul style="list-style-type: none"> <li>› use posture and body language to develop a stage presence</li> </ul>
	<b>Listening and responding to others</b>	<ul style="list-style-type: none"> <li>› make comments that encourage discussion, and ask clarifying questions</li> <li>› give and respond to natural prompts for turn-taking in conversation and consider the impact of their words on others</li> </ul>	<ul style="list-style-type: none"> <li>› actively participate in discussions by picking up on others' contributions and asking relevant questions</li> <li>› identify off-topic discussions</li> <li>› clarify and paraphrase information</li> </ul>	<ul style="list-style-type: none"> <li>› challenge others' ideas with sensitivity</li> <li>› identify similarities in perspectives and consider where collective agreement can be reached</li> <li>› ask specific questions to clarify complex information</li> <li>› develop an awareness of group dynamics and invite those who haven't spoken to contribute</li> <li>› identify how their thinking has changed or solidified in response to discussion</li> </ul>
	<b>Controlling voice using tone, volume, and pace</b>	<ul style="list-style-type: none"> <li>› understand how tone, volume, and pace influence meaning and use them effectively to engage listeners</li> </ul>	<ul style="list-style-type: none"> <li>› project their voice to a large audience and adjust tone, volume, and pace to suit the purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>› use tone, volume, and pace strategically to influence listeners and achieve communication goals in various informal and formal settings</li> </ul>

### Teaching considerations

Be mindful of cultural differences and unique neurodivergent preferences when teaching about non-verbal communication, as these can influence interpretations and degree of familiarity and comfort.

Teach non-verbal communication using techniques such as:

- › watching videos of people communicating so students can identify and interpret the non-verbal cues being used
- › encouraging students to tell stories using expressive body language and facial expressions
- › demonstrating various hand gestures that can be used to emphasise points (e.g., open palms for honesty, pointing for emphasis)
- › facilitating group discussions where students are encouraged to use and observe non-verbal communication.

Teach listening and responding to others through techniques such as:

- › teaching strategies for active listening for an extended period of time (e.g., note-taking with words and symbols, drawing visuals)
- › providing opportunities for students to discuss, problem solve, debate, and critically analyse topics and questions with peers to teach them skills and strategies that allow all students to participate in meaningful discussions
- › using sentence stems to support agreement, citing evidence, asking clarifying and probing questions, and keeping discussions on track – for example: “Can you explain that in a different way?”, “What do you mean by ...?”, “It feels a bit like we are going off topic here. Let’s get back to X.”, or “I have a similar opinion because ...”.

Be mindful of cultural differences and unique neurodivergent preferences when teaching about tone, volume, and pace, as these can influence interpretations and degree of familiarity and comfort.

Teach tone, volume, and pace through techniques such as:

- › providing regular opportunities for guided practice, and opportunities for students to present to peers, adults, small groups, the whole class, and where possible, to larger groups (e.g., at the syndicate or team hui)
- › encouraging students to watch and learn from each other’s presentations, and to provide and respond to feedback
- › explicitly teaching and modelling vocal effects such as tone, pace, pitch, and volume, and how to use them appropriately to help communicate meaning (e.g., increasing volume to emphasise important points or to communicate to a large audience).

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Vocabulary and grammar</b>	<b>Vocabulary</b>	› consider the words and phrasing they use to express their ideas and how this supports the purpose of their talk (e.g., to persuade or entertain)	› carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of their talk	› understand and use idioms and expressions from their own and others' cultures
	<b>Sentence structure</b>	› communicate in complete sentences, incorporating a range of conjunctions and connectives, and varying sentence structure and length to create effect and support meaning	› communicate using a variety of sentence structures and lengths, employing short sentences for emphasis and longer sentences for detailed descriptions	› communicate using a variety of sentence structures, including rhetorical devices such as the rule of three, repetition, and alliteration to enhance the impact and clarity of their message
<b>Communication for learning</b>	<b>Metacognition</b>	› select, adapt, and use taught strategies to improve their learning › use strategies to identify and set goals for their learning	› use discussion and self-talk to set specific learning goals and plan steps to achieve them	› use discussion and self-talk to monitor their progress and explain how they are adapting their learning strategies and goals in response
	<b>Self-regulation</b>	› use precise vocabulary to describe their emotions and reactions › use discussion and self-talk to find solutions for challenges.	› use precise, nuanced vocabulary to describe their emotions and reactions › use discussion and self-talk to find solutions for challenges.	› show empathy by using language to articulate the emotions of others › use discussion and self-talk to find solutions for challenges.

### Teaching considerations

Teaching vocabulary is an essential component of building knowledge; both knowledge of how language works and content knowledge across the curriculum. Students learn and retain new vocabulary most effectively by learning words within thematic units, sustained over time.

Introduce abstract and discipline-specific vocabulary by explicitly teaching pronunciation, meaning, spelling, morphology, etymology, related words, and usage in sentences. Connect new vocabulary to students' existing knowledge to foster deeper understanding.

Provide opportunities for deliberate practice and frequent review to solidify students' grasp of new vocabulary by, for example, using role play to apply new vocabulary in realistic scenarios, and incorporating new vocabulary into their storytelling and personal narratives.

Consider using videos, podcasts, and audio recordings that feature new vocabulary, providing diverse opportunities for students to hear and understand words in context.

Teaching sentence structure and morphological awareness explicitly through oral language in all curriculum areas helps students express their thoughts and ideas clearly and precisely, supporting learning across the curriculum.

The teaching of specific sentence structures can occur both explicitly and incidentally. Introduce new sentence structures within topics familiar to students. Subsequently, embed speaking and listening practice within learning, throughout all curriculum areas rather than in isolated grammar lessons.

Teach these skills through techniques such as:

- › using oral sentence-combining for practice with new structural elements
- › providing sentence stems for the use of new structures (e.g., "Despite living in an arid climate, \_\_\_\_.")
- › modelling full, accurate responses, to provide clear examples of effective language use.

Teaching metacognition and self-regulation in this phase involves helping students become aware of their own thinking processes and actions, and how to manage these to improve their learning through discussion and self-talk.

Build these skills through techniques such as:

- › using think-alouds to demonstrate the use of internal self-talk to support planning and organisation
- › teaching students strategies to give and receive feedback from their peers, helping them to see different perspectives and learn from each other
- › teaching them strategies to set specific, achievable learning goals, and to track progress towards them.

Work towards students independently selecting and applying strategies that they have identified as being effective for their own learning.

Build these skills through techniques such as:

- › teaching the use of positive language and self-talk that promotes perseverance, self-efficacy, and attribution of success to effort, not luck
- › facilitating discussions to develop students' awareness of emotions and self-regulation
- › encouraging students to share their experiences and strategies.

# Reading

## Working with year-level texts

The texts that students read become increasingly complex over time, supporting them to succeed both in English and in all other learning areas at each year level. For this to occur, when the purpose for reading is other than learning decoding or reading for pleasure, students need opportunities to engage with texts at or above the complexity described for each year level. Although fluent readers may still work with simple texts, particularly to reduce cognitive load when new skills and concepts are being introduced, they will be working predominantly with texts that are at least at their year level. This does not mean you should prevent able readers from reading more complex texts; most texts will be at their year level or above.

## Noticing, recognising, and responding to students' strengths and needs

Except when they are specifically learning to decode text or reading for pleasure, students who are still consolidating their decoding skills need to access year-level texts to develop skills and knowledge (including vocabulary, comprehension, and content knowledge) alongside their peers. Help students do this by adapting the supports and scaffolds for students, rather than by simplifying or modifying texts. An effective way to accelerate students' learning is to explicitly teach the features of year-level texts that carry meaning. This will enable them to make sense of texts that are above their traditional 'instructional level'. When this is not possible, remove barriers and provide alternative ways to access year-level texts, for example, by using audio versions or print-to-speech software. Students who need to accelerate their decoding skills will continue to require frequent, intensive, and explicit teaching and practice in flexible small groups, targeting their decoding needs.

Students who reach fluency and comprehension mastery at an accelerated rate of progress need opportunities for enrichment and extension, and ample opportunity to read increasingly challenging texts.

## Selecting text

During this phase, texts will include oral, visual, and written texts (fiction and nonfiction) in print and electronic media. Texts across this phase of learning will also:

- › use appropriate text features, structures, and language to support students' growing understanding about reading and writing texts across the learning areas, building knowledge of content-specific literacy
- › offer opportunities for students to critically analyse and discuss interpretations.

Factors that affect the level of text difficulty include:

- › age appropriateness
- › complexity of ideas
- › structure and coherence of the text
- › syntactic structure of the text
- › difficulty of vocabulary.

## Year 4 level texts

The texts that students use to meet the reading demands of the curriculum at this level will be of varying lengths and often include:

- › some abstract ideas that are clearly supported by concrete examples in the text, or easily linked to students' prior knowledge
- › some texts where information and ideas are implicit, and where students need to make inferences based on information that is easy to find (because it is nearby in the text and there is little or no competing information)
- › a straightforward text structure, such as one that follows a recognisable and clear text form, with some compound and complex sentences consisting of two or three clauses
- › some words and phrases that are ambiguous or unfamiliar to students, but whose meaning is supported by the context or clarified by visual features, such as photographs, illustrations, diagrams, or written explanations
- › text that may have visual features that support the ideas and information (e.g., text boxes or maps) or figurative language, such as metaphors, similes, or personification.

## Year 5 and 6 level texts

The texts that students use to meet the reading demands of the curriculum at this level will be of varying lengths and will often include:

- › abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding
- › some ideas and information that are conveyed indirectly and that require students to infer by drawing on related pieces of information in the text, and some information that is irrelevant to the identified purpose for reading (i.e., competing information) which students need to identify and reject as they integrate information in order to answer questions
- › mixed text types (e.g., a complex explanation within a report) with sentences that vary in length and structure (e.g., sentences that begin in different ways, and different kinds of complex sentences with subordinate clauses).

Deciding if a text is at a year 5 or year 6 level involves considering a range of different factors relating to text difficulty, including readability levels, length and complexity of the sentences, and the sophistication of the vocabulary, ideas, concepts, and storylines. School Journals contain items that have been allocated reading year levels; these can be helpful for building a sense of text level to apply to other texts of varying lengths, including books.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Word recognition and reading enrichment</b>	<b>Decoding</b>	<ul style="list-style-type: none"> <li>› decode multi-syllable words by applying their knowledge of the alphabetic code, morphology, and syllables</li> <li>› develop reading stamina and read longer texts independently</li> </ul>		
	<b>Fluency</b>	<ul style="list-style-type: none"> <li>› read <a href="#">year-level texts</a> accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral-reading fluency rates appropriate for year 4 students</li> </ul>	<ul style="list-style-type: none"> <li>› read <a href="#">year-level texts</a> accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates appropriate for year 5 students</li> </ul>	<ul style="list-style-type: none"> <li>› read <a href="#">year-level texts</a> accurately and expressively, reflecting understanding of the text while maintaining a natural pace of reading, at oral fluency rates appropriate for year 6 students</li> </ul>
	<b>Developing reader identity</b>	<ul style="list-style-type: none"> <li>› use strategies for identifying and selecting texts based on their interests</li> <li>› identify their strengths and successes</li> </ul>		

### Teaching considerations

Explicitly teach students to use their learned knowledge of grapheme-phoneme correspondence, morphemes, syllables, and words to decode and orthographically map multi-syllable and more complex new words.

Some phase 2 students will still be working through a decoding scope and sequence, so it is important that they receive the explicit teaching they need to become proficient readers and writers. Use diagnostic formative assessment to identify their needs and strengths and to design accelerative and intensive targeted teaching, using age-appropriate materials. While these students continue to build their foundational skills in reading and writing, scaffold their access to [year-level texts](#) so that they can continue to build vocabulary, content knowledge, and comprehension skills at their year level.

Refer to the Ministry's online guidance on targeted teaching. The guides on the Ministry's [Inclusive Education website](#) include details of effective teaching strategies for responding to a range of learning needs.

For emergent bilingual and multilingual students, use the Ministry's [English Language Learning Progressions \(ELLP\) and ELLP Pathway](#) and [Pacific dual language books](#) to support your teaching.

For Deaf or hard-of-hearing students, make use of the Ministry's [New Zealand Sign Language resources](#) and [e-books](#) to support your teaching.

Fluent reading – with accuracy, appropriate rate, automaticity, and expression – is necessary for reading comprehension. Use an Oral Reading Fluency (ORF) assessment to identify students needing more targeted teaching support and to monitor progress and acceleration regularly over time.

If students are not reading with sufficient fluency at phase 2, this may indicate difficulty with foundational decoding skills.

Fluency teaching and interventions should target reading accuracy, phrasing, and expression. 'Fast' reading is not the aim.

Support students to develop their fluency through evidence-based strategies such as:

- › modelling and explicitly teaching reading aloud using phrasing and expression, in response to punctuation, sentence structure, and language features
- › providing multiple opportunities to practise accurate, expressive reading
- › including year-level texts with sophisticated, multisyllabic words and complex sentence structures
- › teaching students to adapt their pace to accommodate text complexities.

Provide opportunities for students to select texts based on their preferences and interests. These may include texts that are above or below their year level. Establish a reading community where students listen, read, and make text recommendations.

Positively influence students' relationships with reading by providing positive learning experiences. Set relevant and meaningful learning objectives and offer high-interest texts. Give students choice, opportunities to collaborate, and challenging tasks, and recognise success.

Model a positive reader identity by sharing your own relationship with reading in a positive way. For example, regularly share your reading with students as a way of modelling curiosity, enjoyment, and how to overcome reading challenges. Help students recognise that stories can be a source of joy and nourishment.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Comprehension</b>	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>› infer from context clues and use a developing knowledge of morphology (root words, affixes, prefixes, and suffixes) to determine the meaning of words in a text with an affix (e.g., the suffix '-ful' in 'helpful' changes the verb 'help' into an adjective to describe a person or thing ready to give help)</li> <li>› use knowledge from other year 4 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text</li> </ul>	<ul style="list-style-type: none"> <li>› infer from context clues and use an increasing knowledge of morphology to independently determine the meaning of words with more than one affix (e.g., 'exportable' is made up of 'ex' (out of) , 'port' (to carry), and 'able', turning it into an adjective describing an item that can be carried out of a place)</li> <li>› use knowledge from other year 5 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text</li> </ul>	<ul style="list-style-type: none"> <li>› independently infer from context clues and use morphology to understand challenging words</li> <li>› use knowledge from other year 6 learning areas and topics to determine the meaning of base words, whole words, and phrases in a text</li> <li>› understand and use idioms and expressions from their own and others' cultures</li> </ul>
	<b>Text forms and genre</b>	<ul style="list-style-type: none"> <li>› identify the audience and purpose of texts that entertain, inform, and persuade</li> <li>› identify the audience and purpose of cultural texts from their own and others' cultures</li> </ul>	<ul style="list-style-type: none"> <li>› recognise and describe the main differences between types of text, including cultural texts from their own and others' cultures</li> </ul>	<ul style="list-style-type: none"> <li>› compare and contrast different text forms and genres across a topic, including cultural texts from their own and others' cultures, and discuss how they are written for different audiences</li> </ul>
	<b>Text structure, style, and features</b>	<ul style="list-style-type: none"> <li>› determine the structure of texts and how ideas are conveyed through text features and visual elements</li> <li>› determine the structure of texts and how ideas are conveyed through text features and visual elements in texts from their own and others' cultures</li> <li>› explore how language is used for effect within texts, including the use of figurative and literal language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>› identify and discuss how authors use text features, language features, and structures in purposeful ways</li> <li>› identify and discuss how authors use text features, language features, and structures in purposeful ways in texts from their own and others' cultures</li> <li>› explore how language is used to effect within texts, including the use of figurative and literal language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>› compare and contrast the features and style of texts written for different purposes to explore the use of text, language, and visual features that are purposefully selected</li> <li>› compare and contrast the features and style of texts written for different purposes to explore the use of text, language, and visual features that are purposefully selected in texts from their own and others' cultures</li> <li>› explore how language is used to effect within texts, including the use of figurative and literal language to convey meaning</li> </ul>

### Teaching considerations

Vocabulary knowledge is vital for reading comprehension. Develop students' vocabulary by immersing them in sophisticated language across learning areas throughout the school day. Provide multiple opportunities for students to hear new words, in conversations and through engaging with increasingly complex texts, and to practise pronouncing them correctly.

Provide opportunities to make connections with the vocabulary and linguistic knowledge that students bring with them.

For some students, new vocabulary learning will centre on less-common words and words that express abstract concepts. In addition, ELLs and students with language-related learning challenges will benefit from explicit teaching and incidental support for more common, everyday vocabulary.

Teach students about the meanings of word parts and their origins to help them work out the meaning of unknown words. This may include teaching students to break down words into their base words, prefixes, and suffixes when helpful and relevant (e.g., understanding that 'unhappy' means 'not happy' because of the prefix 'un-').

Teach students to use context clues to determine the meaning of unknown words. Model how to use context clues by thinking aloud while reading (e.g., "I don't know this word, but the sentence says the creature lives in trees, so 'arboreal' must mean something related to trees.").

Context clues should only be used to work out the meaning of words. They are not used to work out what the word is, although they may sometimes alert the reader that they have made a decoding error when meaning is lost.

Whole-text comprehension is largely dependent on both general knowledge and vocabulary knowledge, so teach these throughout the school day. Provide opportunities for students to read often and widely so they engage with a range of texts for enjoyment and to build knowledge.

Provide examples of a range of genres and forms. For example, explore the differences between different poetic forms, including language choices and structure.

Students need to have exposure to texts specific to Aotearoa New Zealand and global texts to expand their horizons of knowledge. By comparing and contrasting these texts, paying particular attention to texts valuing te ao Māori and Māori perspectives, they identify what makes Aotearoa New Zealand unique. To further their understanding of what it means to live in the Pacific, they need to engage with texts by Pacific authors and others who have made New Zealand their home.

Explicitly teach the different purposes for writing and the features and structures of texts through, for example, the use of exemplar texts. Ensure that the [complexity of the text](#) is appropriate.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Comprehension</b>	<b>Comprehension monitoring</b>	› monitor and confirm their understanding across a range of texts by annotating, rereading, asking and answering questions, and visualising	› monitor and confirm their understanding across a range of texts by annotating, rereading, adjusting their reading rate, asking and answering questions, and visualising	› monitor and confirm their understanding across a range of texts and sources of information by annotating, rereading, adjusting their reading rate, asking and answering questions, and visualising
	<b>Summarising and drawing conclusions</b>	› identify the central message or main idea in a text and provide the key details in sequence, explaining how the details support the main idea or message	› identify the central theme or main idea of a text, summarise the key details that support the theme or idea, and draw a conclusion	› identify the central theme or main idea of a text, summarise how it is developed through the key details, and draw a supported conclusion
	<b>Inferring using evidence</b>	› make use of stated and implied information or ideas to make predictions and inferences, using prior knowledge and making connections within the text	› make inferences, using explicit and implicit evidence from the text (including quotes or references to images) and prior knowledge, to extend the understanding of a text and the author's purpose	› make inferences using explicit and implicit evidence, justify the inferences using evidence from the text, and compare their inferences with the interpretations of others

### Teaching considerations

Talk through your own thought processes to model what students should do when they find problems in texts (e.g., unknown words, conflicts with prior knowledge, and inconsistencies). Demonstrate what they can do to solve those problems. For example, ask questions during and after reading or listening to a text such as, “Does that make sense?”, “Why did...?”, “How does that connect with...?”, or “How does this information fit with what I already know about this topic?”.

Support students to visualise a story as a series of mental images. This helps some students remember details more accurately, supports the integration of information across the text, and helps them to detect inconsistencies.

Summarising and drawing conclusions are powerful skills to teach because they improve students’ memory of what they have read and can also be used as a comprehension check.

Explicitly teach summarising and drawing conclusions with a range of different texts, across the curriculum.

Teach these skills through techniques such as:

- › modelling and using think-alouds to identify main ideas, crucial details, irrelevant details, and keywords and phrases
- › using question frames with the 5 Ws and H, then either saying or writing the sentence
- › practising with students to write summaries of what they read, at a sentence level (with ‘gist’ type sentences) and at a paragraph level
- › providing opportunities for students to share summaries with peers, compare, and give feedback
- › teaching students to back up their conclusions with specific evidence from the text.

During read-aloud sessions, pause to ask students what is happening and why. Encourage them to use evidence from the text to support their answers. Model the process of making inferences by thinking aloud. Show students how you use your knowledge and clues from the text to draw conclusions.

Encourage students to ask questions about the text. Questions such as “Why did the character do that?” or “What might happen next?” can lead to deeper understanding and help students practise making inferences.

You may want to organise group discussions or debates on a text. Encourage students to present their inferences and defend them with textual evidence. This promotes critical thinking and deeper engagement with the material.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Critical analysis</b>	<b>Identifying perspectives</b>	<ul style="list-style-type: none"> <li>› identify explicit and implicit perspectives and portrayals of groups of people in texts</li> <li>› discuss the effect of how these perspectives are shown through the text creator's choice of language or visual features, such as text layout, image size and choice, and decisions about what is and is not included</li> </ul>	<ul style="list-style-type: none"> <li>› identify explicit and implicit perspectives and portrayals of groups of people in a range of texts, explaining how these perspectives are shown through the text creator's choice of language and visual elements, textual features, and decisions about what is and is not included, and the effect of these decisions</li> </ul>	<ul style="list-style-type: none"> <li>› explain how groups of people are constructed or portrayed in texts, providing evidence, and discuss what world views and perspectives are presented or omitted by the text creator, and the effects of these decisions</li> </ul>

### Teaching considerations

Provide students with a wide range of texts, including information texts, stories, poems, and plays that provide them with the opportunity to form opinions, make connections and inferences, and identify perspectives.

Develop critical analysis skills by helping students uncover the perspectives and positions that underpin texts, including their own, and the impact of these.

Teach students to understand the difference between fact and opinion, and information and disinformation. Equip students with the skills to identify and affirm, or resist, the positions and perspectives put forward in texts, in both print and digital formats.

Explicitly teach students:

- › to understand the specific kinds of language used in discussions, (e.g., bias, stereotypes, inclusion, and exclusion)
- › how to listen to others' viewpoints
- › how to use content from the text to elaborate and justify their opinions
- › how other elements in a text can be used to give effect to the meaning (e.g., colour, graphics, choice of people or places)
- › to consider who is most likely to read or engage with this text and why
- › how to consider the perspectives that they want to include when they are creating texts.

Ask questions to prompt students to share their perspectives:

- › Why are we interacting with this text? (purpose and structure)
- › What does the text creator want us to know and understand?
- › Whose views are excluded here?

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Critical analysis</b>	<b>Making connections and interpretations</b>	<ul style="list-style-type: none"> <li>› make connections within and between texts, and with their own knowledge, experiences, and cultural understandings, to discuss differences and similarities in how the texts are interpreted or viewed</li> </ul>	<ul style="list-style-type: none"> <li>› make connections within and between texts, describing how the ideas in texts connect with their own topic knowledge, lived experiences, cultural knowledge, values, and practices</li> </ul>	<ul style="list-style-type: none"> <li>› make connections within and between texts, explaining how the ideas in texts connect with their own knowledge, lived experiences, cultural knowledge, values, and practices, considering the interpretations and ideas of others</li> </ul>
		<ul style="list-style-type: none"> <li>› respond to texts by sharing opinions and personal thoughts and feelings about ideas in texts</li> <li>› acknowledge others' responses and respond respectfully to differences.</li> </ul>	<ul style="list-style-type: none"> <li>› respond to texts by sharing opinions and personal thoughts and feelings about ideas in texts</li> <li>› acknowledge and extend others' contribution to text discussion, noting similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>› share opinions about how topics are addressed in texts and how messages are conveyed, providing evidence from the text and their prior knowledge to support their opinions</li> <li>› acknowledge and extend others' contributions to text discussions, noting the similarities and differences in the ways texts are interpreted and considering instances where collective agreement can be reached.</li> </ul>

### Teaching considerations

The different kinds of knowledge that students bring to text, including topic, disciplinary, cultural, and general knowledge, all contribute to their understanding of texts. Explicitly teach students not only to use their existing knowledge, but also to refine it by seeking new information. Classroom environments need to be safe places where students feel comfortable sharing their knowledge, so that different perspectives can be heard and understood.

Teachers need to deliberately build knowledge through complex, rich texts and experiences and discussions that build depth and breadth of this knowledge. Using questioning before, during, and after reading can provide opportunities to check your understanding of the knowledge that students have, and are developing, as they read. This approach can also be applied when students are creating their own texts.

## Writing

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Transcription skills</b>	<b>Handwriting</b>	› handwrite with increasing stamina and fluency while maintaining legibility when writing multi-paragraph texts	› handwrite with ease and automaticity when writing longer texts	› handwrite with ease and automaticity when writing for multiple purposes throughout the school day
		› organise their writing environment, including their seating position and the position of their book	› consistently maintain a comfortable writing posture	› consistently maintain a comfortable writing posture when handwriting and using a keyboard
	<b>Keyboarding</b>			› use efficient keyboarding to develop speed and accuracy
	<b>Spelling</b>	› spell words with: – <ea>, <ey> representing /long a/ – <y>, <ey> representing /long e/ – <igh>, <y>, <ie> representing /long i/ – <oe> representing /long o/ – <ew>, <ue> representing /oo/ as in mood	› spell words with: – <eigh> representing /long a/ – <ie> representing /long e/ – <ough> representing /long o/ – <ue> representing /long u/	› spell words with less-common vowel and consonant graphemes (e.g., <ough>, <eigh>, <aigh>, <augh>, <kn>, <mb>, <sc> as /s/, <wr> as /r/), noting the unusual correspondences and where these occur in the word
› spell words with: – soft c: <c> representing /s/ – soft g: <g> representing /j/ (both usually followed by the letter e, i, or y)		› spell words with <aw> and <au> representing /or/	› use the three different spellings for the /air/ phoneme: <air>, <are>, <ear>	
› spell words with prefixes (un-, dis-, re-) and suffixes (-est, -ful, -less)		› spell words with prefixes (semi-, sub-, mis-, multi-, pre-) and suffixes (-tion, -sion, -cion)	› spell words with prefixes indicating number (e.g., uni-, bi-, tri-, dec-) and suffixes that change words into a noun (e.g., -logy, -ism, -ment), and demonstrate understanding of their meanings	

### Teaching considerations

Using a consistent, school-wide approach, teach handwriting explicitly, every day.

In phase 2, it is expected that most students will be forming letters correctly. Focus now on automaticity and building increased handwriting stamina.

Support students with their handwriting during writing time, and encourage them to practise their best handwriting every time they write.

If handwriting difficulties persist after an extended period of appropriate instruction, consider using assistive technologies to support composition.

Ensure students are explicitly shown how to use a keyboard, including the use of the shift key to access capital letters and additional punctuation.

Symbols used in the sequence: the content within <> is the grapheme and within // is the phoneme.

Teach spelling every day.

While most phase 2 students will be fluent decoders, all will still require explicit instruction in spelling. Spelling is a more complex process, which requires deep knowledge of the ways in which the same phonemes can be represented by different graphemes. Students need to learn which are the correct graphemes to use for any particular word.

Provide multiple, spaced opportunities for deliberate practice and review.

Explicitly teach students:

- › to segment words into phonemes and identify syllables within words
- › to spell irregular high-frequency words by connecting phonemes and graphemes, attending carefully to the 'irregular' parts
- › review and practise the irregularly-spelled words they have learned until they are orthographically mapped and automatic
- › groups of words that share the same phoneme-grapheme correspondences or morphological elements
- › spelling patterns and spelling conventions
- › to use print and digital spelling resources, such as dictionaries and spellcheckers.

Support students to apply their spelling knowledge and skills during writing composition, providing prompt feedback and positive error corrections.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Transcription skills</b>	<b>Spelling</b>	› spell contractions for two-word phrases ending with have, would (e.g., I've, they'd)	› spell contractions correctly	
		› add an apostrophe to show singular possession (e.g., the dog's bowl)	› spell words with apostrophes to show singular and plural possession, adding a possessive apostrophe after the s if a plural noun ends in s (e.g., the boys' sister)	› spell words with apostrophes to show possession
		› use common homophones correctly (e.g., correctly distinguishing between their, there, and they're; your and you're; and we're and where)	› use less-common homophones correctly, distinguishing between queue, cue; minor, miner; you, ewe	
		› add a vowel suffix to one-syllable CVC words by doubling the final consonant (e.g., hop → hopping)	› either keep the y or change to an i when adding a suffix	› spell plurals of words ending in 'f' or 'fe' by changing the 'f' or 'fe' to 'ves' (e.g., leaf – leaves, knife – knives)
		› use the correct spelling pattern for words ending with consonant -le (e.g., table)		
<b>Composition</b>	<b>Audience, purpose, and task</b>	› identify the audience and purpose for a text › plan and write with the audience in mind, selecting the appropriate genre, language register, and word choice to best communicate the intended meaning › understand that different audiences may have a very different response to the same text	› plan and write with an audience and purpose in mind so that their writing is in the most appropriate genre and style › justify their use of language register and word choices that best communicate the intended meaning to the identified audience › consider how different audiences may be affected by the text they are creating	› plan and write for an audience and purpose, making careful choices of the most appropriate genre and style, with language register and word choices selected, and justified, to communicate meaning to the identified audience › make deliberate choices about what content to include or leave out in the texts they create, based on their understanding of how the writing may affect others

### Teaching considerations

(See teaching considerations on page 101.)

When analysing model texts for writing, and during shared reading, explicitly teach students:

- › the different features and purposes of genres, language used, and sentence structures
- › to consider whether the text is entertaining, informing, or persuading
- › to consider the audience for their writing and how that can influence the style and tone used
- › to question whether their own writing meets the purpose during the planning/drafting and revising stages of writing
- › the different vocabulary associated with different genres (e.g., summarise, explain, describe) so that they understand what the task is asking for.

Provide opportunities for students to share their writing with different audiences and in different forms.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Composition</b>	<b>Sentence structures and punctuation</b>	› demonstrate understanding of incomplete (fragment) and run-on sentences	› demonstrate understanding of a dependent clause and an independent clause	› demonstrate an understanding of the difference between a clause and an adverbial phrase, and identify these in sentences within a range of structures
		› combine sentences orally, inserting phrases and varying the position of the phrase	› combine sentences orally to create a range of structures, and identify the impact of the different structures	› combine sentences orally to create a range of structures, choosing their preferred structure and justifying their choice
		› use a range of sentence structures and types, to suit the purpose of the writing and enhance its impact	› use a range of sentence structures and types to suit the purpose of the writing and avoiding repetition of certain structures	› use a range of sentence structures and types, rearranging the order of clauses and phrases for optimal effect
		› expand sentences using adverbial phrases	› expand sentences using adverbial phrases and appositives	› expand sentences using adverbial and adjectival phrases and appositives
		› use beginning and ending sentence punctuation correctly and consistently throughout multi-paragraph texts	› use beginning and ending sentence punctuation correctly and consistently when writing throughout the school day	
		› use commas correctly, for certain complex sentences, when using phrases, and when using transition words, with some support	› use commas correctly, for certain complex sentences, when using phrases, when using transition words, and when adding appositives, with some support	› use commas correctly, for certain complex sentences, when using phrases, when using transition words, and when adding appositives, independently
		› use speech marks and commas correctly for direct speech, with some support	› use speech marks, commas, and other associated punctuation correctly for direct speech, with some support	› use speech marks, commas, and other associated punctuation correctly for direct speech, independently

### Teaching considerations

Explicitly teach sentence structures and punctuation using sentence-combining, explanations, and modelling. Students who can write well-constructed sentences with ease free up their working memory to focus on content.

Teach sentence structures and punctuation through activities such as:

- › oral sentence-combining – do this first so students can experiment with changing the order of phrases and conjunctions
- › frequent review of previously learned sentence structures – this is essential, especially as students begin to engage with and write more complex texts
- › identifying parts of a sentence, which will help students to learn and use the correct terms for different sentence structures
- › identifying errors, as it is helpful for students to be able to identify incomplete sentences (fragments) and run-on sentences and why they embody errors, so they can know how to fix them
- › showing correct punctuation in context.

Some students will benefit from scaffolding and supports such as colour coding, graphics, and manipulatives to identify the different parts of a sentence.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Composition</b>	<b>Writing to entertain</b>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that:               <ul style="list-style-type: none"> <li>- contain narrative elements: character, setting, problem/purpose, plan, action, resolution, and conclusion</li> <li>- begin to use paragraphs to organise events</li> <li>- use time connectives</li> <li>- begin to use dialogue</li> <li>- describe characters' thoughts and feelings</li> <li>- provide a sense of closure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that:               <ul style="list-style-type: none"> <li>- contain narrative elements: character, setting, problem/purpose, plan, action, resolution, and conclusion</li> <li>- are organised into paragraphs</li> <li>- use time connectives</li> <li>- use sensory details to make their writing vivid and build the characters</li> <li>- use dialogue</li> <li>- provide a conclusion that follows naturally from the preceding events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to entertain that:               <ul style="list-style-type: none"> <li>- contain narrative elements: character, setting, problem/purpose, plan, action, resolution, and conclusion</li> <li>- are well structured into paragraphs</li> <li>- develop the plot using transitional words or phrases</li> <li>- develop characters by including actions and feelings</li> <li>- may use shifts in time and several settings</li> <li>- use sensory details</li> <li>- provide a sense of closure that ends the story effectively</li> </ul> </li> </ul>
	<b>Writing to inform</b>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that:               <ul style="list-style-type: none"> <li>- introduce a topic, and group information together using simple paragraphs</li> <li>- begin to use linking words and phrases (also, another, together with)</li> <li>- use topic-related vocabulary</li> <li>- have a concluding statement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that:               <ul style="list-style-type: none"> <li>- begin to use some simple visuals to support meaning (drawings, photos)</li> <li>- develop the topic with facts and related examples</li> <li>- use precise and domain-specific vocabulary</li> <li>- provide concluding sentences related to the information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that:               <ul style="list-style-type: none"> <li>- introduce a topic clearly, and group related information logically into paragraphs</li> <li>- include headings and visual elements to support the meaning of their writing</li> <li>- develop the topic with facts, definitions, details, and examples that support the main idea</li> <li>- use precise language and domain-specific vocabulary</li> </ul> </li> </ul> <p><i>(continued on the next page)</i></p>

### Teaching considerations

Writing should always have a purpose – for example:

- › texts to entertain include stories, fairy tales, diaries, and traditional tales
- › texts to inform include reports, newspaper articles, biographies, and explanations
- › texts to persuade include letters, advertisements, reviews, speeches, discussions, and arguments, and often explore social issues that are topical for students.

Students' awareness of text structures and purposes begins during reading. Explicitly teach students how to recognise text structures as they read. This supports their reading comprehension as well as their writing composition.

Use exemplar texts to explicitly teach students to recognise the structures and key features (titles, headings, diagrams, illustrations, order of events, and language used) of different text types during reading and writing.

As students move through this phase and write more, use specific text-type planning templates to support students to include essential elements of the text type (e.g., a persuasive piece would use a different planning template from a fairy tale).

For each text type, students will need explicit teaching for:

- › the language to be used
- › features to include
- › tense/s to use
- › the way sentences are to be organised.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Composition</b>	<b>Writing to inform</b>			<ul style="list-style-type: none"> <li>- begin to use words and phrases to clarify, illustrate, or compare ideas (e.g., especially, for example, in contrast)</li> <li>- provide concluding sentences related to the information or explanation</li> </ul>
	<b>Writing to persuade</b>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that:               <ul style="list-style-type: none"> <li>- introduce a topic and state their opinion</li> <li>- organise writing into one or more paragraphs, with supporting reasons for their opinion</li> <li>- begin to use some linking words and phrases (e.g., because, for example, also) to connect their opinions with the reasons</li> <li>- provide a concluding statement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that:               <ul style="list-style-type: none"> <li>- introduce a topic and state an opinion on it, using the first person</li> <li>- organise writing into two or more paragraphs, grouping related opinions and reasons</li> <li>- support opinions with facts and details</li> <li>- use linking words and phrases (e.g., in addition, for instance) to connect the opinion with the reasons</li> <li>- provide concluding sentences related to the opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>› draw on their own experiences and knowledge, as well as acquired knowledge, to write texts to persuade that:               <ul style="list-style-type: none"> <li>- introduce a topic and clearly state a position taken on it</li> <li>- organise writing into three or more paragraphs that have logically grouped ideas</li> <li>- order ideas/paragraphs that are supported by facts/details from strongest to weakest</li> <li>- use emotive words and phrases to persuade the reader to adopt their position</li> <li>- use a range of linking words (e.g., consequently, specifically) to link the opinion and reasons</li> <li>- provide a concluding paragraph related to the position taken on the topic</li> </ul> </li> </ul>
	<b>Digital texts</b>		<ul style="list-style-type: none"> <li>› begin to use digital tools, including word-processing programs, to create and edit texts with a mixture of print, visual, and audio content</li> </ul>	<ul style="list-style-type: none"> <li>› use a range of digital tools to create and edit texts with a mixture of print, visual, and audio content</li> </ul>

### Teaching considerations

(See teaching considerations on page 107.)

Scaffold the creation of digital texts by explicitly teaching and modelling how to access and use word processing programs, including their editing tools.  
Support students to develop critical analysis skills and to use these to make decisions about selecting content for their digital texts (e.g., when selecting from the internet).

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Writing craft</b>	<b>Word choice</b>	<ul style="list-style-type: none"> <li>› select and use words and phrases that clearly express where and when things happen</li> </ul>	<ul style="list-style-type: none"> <li>› select and use words and phrases that clearly express actions, feelings, situations, or conditions</li> </ul>	<ul style="list-style-type: none"> <li>› select and use words and phrases that clearly express differences, additions, and other logical connections</li> </ul>
	<b>Language features and devices</b>	<ul style="list-style-type: none"> <li>› use figurative language such as simile and metaphor to purposefully create vivid images and effects to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>› deliberately and carefully select and use literary devices, including simile, metaphor, and personification, to create vivid images and effects to engage the reader</li> <li>› explain how the devices they have used help create meaning for the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>› deliberately select and use a range of literary techniques, including imagery, personification, figurative language, alliteration, and idioms, to meet the purpose of the writing and engage the reader</li> <li>› explain how the devices they have used help create meaning for the intended audience</li> </ul>

### Teaching considerations

When teaching word choice:

- › build word knowledge, through the texts that students read and during information gathering, by explicitly teaching and recording words that students could use in their writing (e.g., topic-specific words or descriptive words)
- › model the use of identified words in the planning, drafting, and revising stages of writing
- › model choosing the best word to convey an exact meaning (e.g., freezing, frosty, chilly, or cool)
- › use model texts to show author word choice.

Poetry is a rich source of vivid and imaginative word choice. Reading and writing poetry gives students the chance to encounter a rich store of words and use them in innovative and creative ways.

During this phase, word choice should become a more deliberate act, and this needs to be modelled by the teacher.

Introduce the language feature or literary device by giving its name, a definition suitable for the year level, examples of its use, and the effect it has.

Teach language features and devices through such activities as:

- › analysing model texts to notice how authors use language features to enhance writing or to convey meaning
- › using quality poetry and narratives as exemplar texts to highlight language features and devices and discuss how they have been used
- › reading and writing poetry which provides opportunities to use language features and devices in a variety of ways
- › modelling writing showing students how to use language features and devices, deliberately and discerningly, to enhance their writing.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Writing processes</b>	<b>Planning</b>	› use organisers (e.g., graphic organisers or mnemonics) to organise and plan writing	› use organisers (e.g., graphic organisers or mnemonics), suitable to the text structure, to organise and plan writing	› choose and use the most appropriate graphic organiser or mnemonic for the writing task
		› make notes, reducing information into key words and phrases	› make notes, organising key information into categories	› make notes by gathering key information from a range of print and digital sources and organising it into categories
		› set and work towards specific writing goals based on reflection on their own writing content and processes	› set and work towards specific writing goals based on reflection on their own writing content and processes	› set and work towards specific writing goals based on reflection on their own writing content and processes
	<b>Drafting</b>	› transfer ideas from planning organisers or mnemonics into sentences	› transfer organised information from planning into draft paragraphs for each category or idea	› transfer organised information from planning, and ensure there are links between paragraphs and cohesion across the text
		› write non-fiction paragraphs that have a topic sentence, detail sentences, and a concluding sentence	› write multi-paragraph non-fiction texts which include an introduction, sub-topics, and a conclusion	› write multi-paragraph texts for a range of purposes, organising the information and ideas to best suit their intended purpose, using headings and subheadings appropriately
		› use layout conventions to indicate paragraphs (each begins on a new line and is indented from the margin)		

### Teaching considerations

Ensure students are writing daily and are encouraged to write across the curriculum. This may be done independently or collaboratively. When collaborating, students need to respect the contributions everyone brings.

The writing process is recursive. Effective writers continually revisit and repeat the stages in the process as they write.

Build students' knowledge about the topics they are going to plan and write about through reading to, reading with, research, experiences, and discussion.

Explicitly teach the components of the writing process using think-alouds, modelling, and exemplar texts.

Use planning templates that promote a clear paragraph and multi-paragraph structure (introductions, body, and conclusions) to support students to write using these structures. Explicitly teach students how to organise content by grouping it into relevant paragraphs during planning.

Teach writing processes through focusing on:

- › note-taking and planning – model note-taking and using key words and phrases during planning to promote students writing information in their own words
- › modelling writing in sentences – during the drafting phase, model using keywords, notes, and phrases from planning then turning them into complete and varied sentences with cohesive ties between paragraphs
- › checking for sense – model checking that sentences and paragraphs make sense and have the necessary punctuation
- › improving word choice – explicitly teach students to improve word choice and to combine and expand sentences
- › correcting errors – support students to recognise fragment and run-on sentences so they can identify and fix them in their own work.
- › modelling how to notice and fix errors
- › providing exemplar writing – it can be helpful for students to practise revising and editing collaboratively on exemplars

Giving and receiving feedback will be part of both revising for message and purpose and editing for conventions such as spelling and punctuation. It will also help identify areas for goal setting.

		<b>During year 4</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 5</b> <i>Informed by prior learning, teach students to:</i>	<b>During year 6</b> <i>Informed by prior learning, teach students to:</i>
<b>Writing processes</b>	<b>Revising</b>	› reread to check at the sentence, paragraph, and whole-text level	› read and check continuously while writing	› independently read and check continuously while writing, throughout the school day across all learning areas
		› make simple revisions to their texts to improve the clarity for the intended audience and purpose (e.g., replacing words, adding sentences, and using audience and peer feedback)	› make revisions to the content of draft texts to improve clarity and focus for the intended audience and purpose (e.g., seeking audience and peer feedback and deleting or improving words, phrases, or sentences)	› make revisions at the word, sentence, and text structure levels, with the purpose and audience in mind
			› notice errors in grammar and meaning and make corrections as they write, with support from the teacher	› notice errors in grammar and meaning and independently make corrections as they write
	<b>Editing</b>	› make edits to draft paragraphs using known punctuation	› make edits to draft, multi-paragraph texts using known punctuation and layout conventions	› make edits to improve the clarity of a range of texts using known punctuation and layout conventions
		› use a word card or simple dictionary to find the spellings of unknown words	› use a simple or online dictionary to find the spellings of unknown words	› use a physical or online dictionary to find or confirm the spellings of unknown words
		› give feedback to and receive feedback from peers.	› seek and respond to audience and peer feedback.	› selectively accept or reject audience and peer feedback and justify their decision.

### Teaching considerations

(See teaching considerations on page 113)



Te Tāhuhu o  
te Mātauranga  
Ministry of Education



Te Poutāhū  
Curriculum Centre

# Wāhanga Ako **Pāngarau**

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## Tohutohu mō ngā Poari o Ngā Kura e pā ana ki ngā herenga

Me mātua whakatinana ngā kura i te Wāhanga Ako Pāngarau Tau 0–8

Nā te Minita o te Mātauranga, te Hōnore Erica Stanford, i tuku atu te *Wāhanga Ako Pāngarau, Tau 0–8*, i raro i te Education and Training Act 2020, section 90(1), hei tauākī herenga marautanga taketake, hei tauākī marautanga ā motu hoki.

Ko ngā wehenga i waihangatia hei tauākī marautanga ā-motu ēnei – Whenu, Tohu Ako (hāunga Mā te Kaiako). Ka whakatakoto ēnei i ngā mea hei ako mā ngā ākonga i tā rātou wā ki te kura, tae rā anō ki ngā taumata e manakotia ana mō te mātauranga, te māramatanga, me ngā pūkenga ka tutuki ai.

Ko te toenga (tae atu ki Mā te Kaiako i roto i ngā Tohu Ako) i waihangatia kē hei tauākī herenga marautanga taketake. Ka whakatakoto ēnei i ngā kawatau mō te whakaako, te ako, me te aromatawai hei tautoko i ngā tauākī marautanga ā-motu, ā, ka horipū hoki ēnei kia whaimana ngā hōtaka whakaako me ngā hōtaka akoako o Pāngarau.

Ka whakamana ēnei tauākī hei te **1 Hanuere 2025**, kātahi ka whakakapi te marautanga Pāngarau 2010 mō **ngā ākonga tau 0–8**. Engari, ka mana tonu ērā atu tauākī marautanga o *Te Marautanga o Aotearoa (2010)*<sup>1</sup>.

Ko ēnei ngā tauākī o ngā herenga ōkawa e pā ana ki ngā whakaakoranga o Pāngarau hei ahunga mō ngā haepapa marautanga, aromatawai hoki kei runga i ngā kura (Education and Training Act 2020, section 127), ngā hōtaka whakaako me ngā hōtaka akoako (section 164 of the Act), me ngā aroturuki, ngā pūrongorongo hoki o ngā mahi a ngā ākonga (section 165 of the Act and associated Regulations).

I raro i ēnei wāhanga o te Ture, ka noho here ngā Poari o Ngā Kura, nō reira mā rātou e here anō ki tā rātou tumuaki me ā rātou kaimahi o te kura kia whanake, kia puaki hoki i ngā hōtaka whakaako me ngā hōtaka akoako e whakamana ai i ēnei tauākī.

### He aha ngā herenga?

Me mātua whakaatu mai ngā kura i tā rātou whakamahia i aua tauākī i ngā āhuetanga o te whakamahere i ngā aha me ngā pēhea o te whakaako Pāngarau mō ngā ākonga tau 0–8. Me pēnei rawa ngā kaiako:

- whakamahia te raupapa whakaako o ia tau, o ia tau i ngā Tohu Ako hei whaimōhio i ngā aha hei whakaako, mō āhea hoki ki runga i ngā akoranga o mua a ngā ākonga.
- arohia ngā aratohu tikanga whakaako me ngā rautaki whakaako ki raro i Mā te Kaiako me Te

Roanga o te Kōrero mō ngā kaiako i ā rātou ake mahi whakaako.

- aromatawaitia haeretia te kauneke me te tutuki o ngā ākonga mō Pāngarau e ai ki ngā hua kauneke o ngā Tohu Ako.

Me whakawā ngaio tonu ngā kaiako kia urutau ai ā rātou hōtaka whakaako, hōtaka akoako hoki ki ngā matea ako o ā rātou ākonga – tērā pea ka rerekē te ako a ētahi ākonga ki ngā raupapa whakaako o tā rātou tau kura. Mēnā ka hiahia ētahi ākonga i ngā mahi torohanga kei kō atu i ngā tau 8 o te wāhanga ako Pāngarau, me tahuri kē ngā kaiako ki te Pāngarau, taumata 5 piki ake o te tauākī marautanga 2010.

### Ngā herenga wā<sup>2</sup> mō te whakaako pānui, tuhituhi, pāngarau hoki

Ko te whakaako me te ako i ngā mahi pānui, me te tuhituhi, me te pāngarau te whakaarotau matua mō ngā kura katoa. Kia rawaka ai ngā wā whakaako me ngā wā ako i ngā mahi pānui, me te tuhituhi, me te pāngarau. Ko ngā poari ā-kura kei a rātou ngā ākonga Tau 0 ki te 8 mā roto mai i ngā tumuaki me ngā kaiako e whakarite hōtaka me ngā wātaka whakaako me te ako i ngā Tauākī Marautanga ā-Motu, tae atu ki tēnei nā, mā te aha ki te whakarato:

- kia 10 hāora i ia wiki e aro ana ki ngā mahi whakaako me te ako ki te tautoko i te whanaketanga me tutukitanga i roto i ngā mahi pānui me te tuhituhi ka kitea i ngā rā o te kura i ia wiki, me te mōhio anō ki te mana o te kōrero, e pā ana ki ngā akoranga tau tōmua.
- kia 5 hāora i ia wiki e aro ana ki ngā mahi whakaako me te ako ki te tautoko i te whanaketanga me te tutukitanga i roto i ngā mahi pāngarau ka kitea i ngā rā o te kura i ia wiki.

Kei ngā wā ka whakahaeretia ngā mahi whakaako me ngā mahi ako i te pānui, i te tuhituhi, me te pāngarau ki te horopaki o ngā Tauākī Marautanga ā-Motu i tua atu i te reo Māori me te pāngarau. Me āta whakaritea, āta whakatinanatia, āta tautokotia te whanaketanga a ngā ākonga i roto i ā rātou mahi pānui, mahi tuhituhi, me te pāngarau hoki/rānei, ngā aronga, ngā mōhiohio me ngā pūkenga hāngai tika.

Ahako ko ngā kupu pānui me te tuhituhi e whakamahia ana, ka taka mai anō ko ngā momo whakawhitinga kōrero, tae atu ki te Reo Rotarota, ki ngā momo whakawhiti kōrero kē rānei me te Tuhi Matapō.

<sup>1</sup> <https://gazette.govt.nz/notice/id/2009-go8814>

<sup>2</sup> <https://gazette.govt.nz/notice/id/2023-go5904>

Te Iho o  
**Pāngarau**





'Kei hopu tāu ringa ki te aka tāepa,  
engari kia mau ki te aka matua'

## Te Iho

Ko tā te Pāngarau he tūhono i te ao Māori ki te ao Pāngarau, ā, ko te mokopuna kei te pito mata o te ako e angitu ai mō tōna anamata. Ka whārikihia ngā tikanga pāngarau, ngā tukanganga pāngarau e tū tangata ai, e tū Māori ai hoki te mokopuna ki te ao whānui.

## Te Whaitake o te Ako Pāngarau

Ka aro pū tēnei Wāhanga Ako Pāngarau ki te whakamana i te mokopuna, ā, kia torowhānui ōna ringa hāpai ki tōna hapori. Ka ako te mokopuna ki te raranga i te reo, ngā toi mokopuna, ngā tukanganga, te mātauranga, me ngā pūkenga pāngarau ki te reo ake o te pāngarau, ki ngā wāhanga mātauranga pāngarau. Ka tautoko tēnei i te mokopuna ki te tūhura me te mahi ki tōna ao ā-takiwā, ā-motu, puta atu ki te ao whānui.

Me mātua mahi tahi ngā kaiako, ngā whānau, ngā hapū, me ngā iwi hoki ki te tautoko i te mokopuna, kia whakatau hoki i ngā kōwhiringa whai hua mō tōna anamata, hei toko mō te mokopuna kia whai hononga ai ki te pāngarau e whai take ai, e whai hua ai; pērā i ērā atu wāhanga ako o te marautanga ā-motu, me ngā umanga.

He arotahinga mārika kei roto i ngā whakaakoranga me ngā akoranga pāngarau hei pupuri i te mana ōrite o te mātauranga, ngā tikanga, me ngā tirohanga kaupapa Māori o te whānau, te hapū, te iwi me te hapori hoki. Ko te reo, te mātauranga Māori me ngā kaupapa ā-iwi ngā tūāpapa mō te whakawhanake mōhiotanga pāngarau, e whakatenatena ai hoki i ngā whakaakoranga me ngā akoranga pāngarau ki te whakawhanake mokopuna whakaaro arorau.

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# Ngā Tukanga Pāngarau

Ka whakamahia ngā tukanga e te hunga pāngarau ki te whai māramatanga ki ngā pūāhua me te whakaoti rapanga. Ka tautokona te mokopuna e ngā kaiako me tōna whānau ki te tiki atu i ngā tukanga pāngarau e mārama ai ia ki te whakamahinga o te mātauranga pāngarau hei whakamahinga mōna i te wā e heke mai ana. Ka tautoko ngā tukanga i ngā mokopuna ki te tūhono i te mātauranga, te reo, ngā tukanga, me ngā tikanga ki ērā atu mātauranga, reo, tukanga, tikanga hoki o tō rātou anō taiao. Otirā, ko te tūhura pūāhua, te whakaoti rapanga, me te whakawhitiwhiti whakaaro ka tūhono atu ki ērā atu tukanga pāngarau.

Ka whakaata ngā tukanga pāngarau i te āhuatanga noho me ngā tuku ihotanga a ngā tīpuna. Mā te whakamahi i aua tukanga, ka whakaoti rapanga te mokopuna mō ngā pūāhua tātai me ngā pūāhua tūturu. Pērā i ōna tīpuna, ka whakawhanake te mokopuna i tōna āheinga ki te whakaputa whakataunga, kōrero hoki mō āna kitenga, ka whakamārama ai i te take o ērā kitenga, pērā i te whakataunga me te arohaehae pūāhua o ngā tirohanga rerekē.

Ko te hua o te pāngarau mō te mokopuna, he whakarite ara ki te tautohu me te whakamahi i ngā rautaki ki te whakaoti rapanga. Nō te mokopuna e mahi ngātahi ana ki ōna hoa ako, e taea ana e te ia te huritao ōna anō whakaaro me ngā whakaaro o ētahi atu e pai ai tana panoni i ngā rautaki ki te whakapai ake i āna kitenga. E kore e noho wehe ngā tukanga pāngarau i te mātauranga me ngā pūkenga o te mokopuna. Mātua rā, me whakaoti rapanga, me whakaputa kōrero, me whai whakaaro, me huritao te mokopuna i te whanaketanga o tō rātou mātauranga, o rātou māramatanga mō ngā huatau, me ngā pūkenga tika i ngā whenu katoa, kōhungahunga mai, tamariki mai, taiohi mai.<sup>1</sup>

<sup>1</sup> *New Math Curriculum for Grades 1-8*. (June 2020). Government of Ontario.  
<https://www.ontario.ca/page/new-math-curriculum-grades-1-8>

## Tukanga Pāngarau

Tūhura pūāhua	Whakaahuhanga pūāhua	Tūhono pūāhua	Whakatau whānui i ngā kitenga	Whakamārama, parahau hoki i ngā kitenga
<ul style="list-style-type: none"> <li>• Waihanga pātai tūhuratanga.</li> <li>• Kimi tomokanga kia aro pū ai ki tētahi pātai.</li> <li>• Tautohu mōhiotanga, ngā meka mōhio, me ngā tūhononga e hāngai ana.</li> <li>• Whakamahere ara tūhuratanga ki te whai hātepe.</li> <li>• Aroturuki, aromātai hoki i te kauneke me te whakahou i te ara tūhuratanga e tika ana.</li> <li>• Whai māramatanga ki ngā tūhuratanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Whakamahi whakaahuhanga ki te kite, te whakataurite, te tūhura, te whakarūnā, te whakatauirā, te hāpono, me te parahau tauira, taurangirangi hoki.</li> <li>• Whakamahi whakaahuhanga ki te ako i ngā whakaaro hou me te whakamārama hoki i ngā whakaaro hou ki ētahi atu.</li> <li>• Tūhura tāiringa kōrero me te tautoko i ngā tautohu.</li> <li>• Tipako, waihanga, me te urutau tika i ngā whakaahuhanga hoahoa ā-hinengaro, ā-waha, ā-tinana, ā-mariko, ā-kauwhata rānei.</li> <li>• Whakamahi ataatanga kia whakaahua ā-hinengaro, te raweke taonga, me te raweke whakaaro hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• Whakaara tūhononga i waenganui i ngā whakaaro me ngā ara ako.</li> <li>• Whakaara tūhononga i waenganui i ngā whakaahuhanga rerekē.</li> <li>• Tūhono i ngā whakaaro hou ki ngā āhuatanga e mōhiotia kētia ana.</li> <li>• Tūhono i ngā whakaaro ki ngā wāhanga ako me ngā horopaki ā-ahurea, ā-wetereo, ā-hītori.</li> </ul>	<ul style="list-style-type: none"> <li>• Tautohu, tūhura hoki i ngā tauira, ka whakaputa tāiringa kōrero ai, ka whakatau otinga ai hoki e whai pānga ana.</li> <li>• Tautohu hononga mō ngā ōritenga, mō ngā rerenga kētanga, me ngā tūhononga hou.</li> <li>• Rapu tauira, rapu ritenga hoki e taea ana te āpiti atu ki tētahi pūāhua kē atu, ki te noho pūmau tonu rānei.</li> <li>• Hanga, whakamātau hoki i ngā tāiringa kōrero mā te whai whakaaro me te taupāepae tauira kei tua atu hei whiriwhiri mēnā he tika, mēnā horihori rānei.</li> <li>• Whakamahi tohu e hāngai ana hei whakaatu whakataunga whānui.</li> </ul>	<ul style="list-style-type: none"> <li>• Whakaatu kiānga, whakatakoto whakamāramatanga hoki e hāngai ana ki ngā kitenga, ki ngā raraunga rānei.</li> <li>• Whakaatu kiānga, whakatakoto whakamāramatanga hoki e hāngai ana ki te mātauranga, ngā tautuhinga, me ngā tikanga.</li> <li>• Arohāehae i ngā whakaaro o ētahi atu, aromātaihia ō rātou arorau, uia hoki kia pūaho ai, kia mārama ai hoki.</li> <li>• Whakamahi taunaki, whai whakaaro, hāpono hoki hei whakamārama i te whakaaetanga, te whakahētanga rānei ki ētahi tauākī.</li> <li>• Whakawhanake māramatanga kiritōpū mā te tuari, te taurite, te tairite, te arohāehae, te waihanga hoki i ngā whakaaro o ētahi atu.</li> <li>• Whakaatu whakamāramatanga whai take, whakaatu tautohenga hoki ki tētahi whakaaro, ki tētahi otinga, ki tētahi tukanga rānei.</li> </ul>

# Ngā Tirohanga

Ko tā te wāhanga pāngarau, he whakatipu i te tirohanga motuhake a te mokopuna, ngā rautaki me ngā tukanga ki te whakaaro arohaehae. Ka tautoko i te mokopuna ki te tāpae mete āwhina i tōna whānau me te hāpori hei uri Māori mana motuhake, ā, hei tangata hoki o te ao whānui.

Ko tā te tirohanga pāngarau ki te ako pāngarau e whai ake nei:



## Whakapapa

E tūhono ana te pāngarau ki te whakapapa o te tangata, ā, e whakaata mai ana i te hōhonutanga o te mātauranga o ngā mātua tīpuna me ngā kōrero hītori kua tuku iho ki ngā uri whakaheke.



## Tūrangawaewae

E rite ana te pāngarau ki tētahi arawhiti e tūhono ana i a tātou ki tō tātou tuakiri ahurea, ā, hei whakamahara hoki i a tātou, ka tiketike tō tātou mārāma ki te pāngarau ina tau ana ō tātou waewae ki ō tātou anō papakāinga me ngā tātai hono ki ō tātou tīpuna, ki ō tātou hāpori hoki.



## Mana Motuhake

Mā te pāngarau e āhei ai ngā mokopuna ki te tomo atu ki ngā tikanga pāngarau e whakaata ana i ō rātou uratanga me ō rātou manako.



## Kaitiakitanga

E whakatenatena ana te pāngarau i a tātou ki te tū hei kaitiaki o te mātauranga, arā, hei taonga, hei rauemi matihiko hoki, otirā, ka whakapakari ake i ā tātou haepapa ki te tiaki, ki te whakapūmau ritenga e taea ai te mārāma, te whakahaere tika hoki i tō tātou ao.



## Whanaungatanga

E whakatītina ana te pāngarau kia waihangatia tētahi anga mātauranga whai hua, kia whakaoti rapanga hei whakapakari i a tātou ki te mahi ngātahi.

# Te Hanganga o Pāngarau Ko Ngā Whenu

## E whā ngā whenu o Pāngarau:

- HE TANGATA tūhura ki te ao
- HE URI WHAKAHEKE ki te whai ao
- HE PUNA KŌRERO o te reo pāngarau
- HE ĀKONGA mauri oho

E hāpai ana ēnei whenu i ngā **Pou Matua** me ngā whāinga matua o te marautanga.



### He Tangata tūhura ki te ao

Ka whakawhanake te mokopuna i ana rautaki me ona pukenga pāngarau mā te whakamahi i tētahi tukanga tūhura pāngarau ka pakari haere i a ia e whakawhanake ana i ōna toi ākonga me tōna mātauranga. Ka ako te mokopuna ki te tautohu pūāhua hei tautoko i a rātou ki te whakamahere me te whakaoti rapanga tūhurangatanga pāngarau. Ka ako hoki ia ki te ui pātai pāngarau e whai take ana, ā, ka whakamahere ngātahi ki te kaiako. Nāwai, nāwai ka pakari ake, ā, ka rite ki te mahi takitahi ki ngā akoranga o te wharekura.

### He Uri Whakaheke ki te whai ao

Ka aro te mokopuna ki ngā tikanga, te mātauranga me te reo pāngarau e tautoko i a ia ki te pupuri ki ngā tikanga, te mātauranga me te reo Māori i a rātou ka ako, ka whakamahi hoki i te pāngarau.

### He Puna Kōrero o te reo pāngarau

Ka tūhura, ka whakaaroaro te mokopuna i tōna ake mātauranga hei āwhina i a ia ki te whakaatu, te kōrerorero, me te whakaatu hoki i āna mahi akoako pāngarau.

### He Ākonga mauri oho

Ka whakamahi te mokopuna i ngā mātauranga pāngarau ki te tūhura me te whakaaroaro i ngā pūāhua me ngā rapanga pāngarau, e whai take ana, e whai hua ana mō ngā wawata o te mokopuna, tōna whānau, tōna hapū, me tōna iwi hoki.

## Toi Mokopuna

E whakaahua ana ngā Toi Mokopuna i ngā āhua me ngā waiaro o te ākonga pāngarau. Ka whakaata i ngā wawata o ngā whānau, ngā hapū, me ngā iwi, i ngā hua o te ako pāngarau, i te pūtake hoki o ia whenu. Ka noho mai a ngā Toi Mokopuna hei aronga mō te mahi akoako mō ia tūārere, ā, ka mārakerake tā te kaiako me tā te mokopuna kite i te tikanga o ngā mātauranga, ngā pūkenga, ngā māramatanga, me ngā wheako ako kei roto pū o ia whenu.

Ngā Whenu	HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
Ngā Toi Mokopuna	He tāwariwari, he aro, he pākiki, he mahi ngātahi, he auaha, he huritao, he kaitūhura whakaata hoki te mokopuna, e ako ana ki te whakamahi tikanga pāngarau me te whakaoti rapanga mō te kura, te whānau, te hapū me te iwi, ā, mō rātou anō te take.	He koi te hinengaro o te mokopuna, rite ana ki ōna mātua tīpuna. Ko ngā whakaaro me te whakamahi pāngarau he mea tuku iho ki a ia, ā, ka tukuna ki ētahi atu.	He māia, he pūkōrero hoki te mokopuna ki te whakamārama me te whakaputa i ōna whakaaroaro me āna tukanga pāngarau ki te reo pāngarau. E ngākaunui ana ia ki te pāngarau me te motuhaketanga o taua reo.	He manawanui, he huritao, he aroturuki te mokopuna ki te panoni i ōna whakaaro me āna mahi, ā, ka tautohu taurira, hononga hoki hei hanga pāngarau me tōna anō ao.

## He Whanaketanga Ako Pāngarau

E whakaatu ana te pāngarau i ngā kauneke o te ako ki ngā tūārere e rima atu i te Tau 0 ki te Tau 13. Kei ia tūārere, e takoto mai ana ngā tino whāinga e whā, ko tētahi mō ia Toi Mokopuna. E tohu ana ia whāinga i te aronga o te ako o taua tūārere, ā, kua āta whakatakotoria ki ngā akoranga tāpua mō ia tūārere.

He rerekē te āhuetanga ako o ia mokopuna, ā, he motuhake hoki. Nā reira, me mōhio te kaiako ki ngā akoranga mō te tau e whakaakona ana e ia me ngā akoranga mō ngā tau kei mua, me ngā tau kei te whai mai. Koinei tētahi o ngā painga o te noho tahi o ētahi tau ākonga ki tētahi tūārere i te mea he māmā te kite i ngā akoranga o mua, me ngā akoranga e heke mai ana. E whakaata ana hoki tēnei i te āhua tūturu o ngā akomanga taumata maha me te rerekē o ngā taumata ako a ngā mokopuna.

## Ngā Whāinga Matua

E whā ngā whāinga matua i ia tūārehe:

	HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Ka Aro Te Ako a te Mokopuna ki:</b>				
Tūārehe 1 (Tau 0-3)	te whakawhanake pūkenga ki te whakatutuki tūhuratanga pāngarau mā te whai māramatanga mō te whakamahinga o te pāngarau ki te whakaoti pūāhua i roto i tōna ia rā.	te whai māramatanga ki ngā kīanga māmā me ngā huatau pāngarau e hāngai ana ki a ia anō, me te whakaawenga ki tōna anō ao.	te whakawhanake i tōna reo ki te matapaki i ngā kīanga me ngā huatau māmā o te pāngarau.	te whakawhanake pūkenga ki te tautohu i ngā tauira me ngā hononga mā te tā, te tuhi, te waihanga me te tārua whakaahuahanga o ngā tauira kua whakaritea kētia.
Tūārehe 2 (Tau 4-6)	te taki tūhuratanga pāngarau e hāngai ana ki tōna ao, ka ako rautaki ai hei whakamahinga māna ki tōna ia rā.	te whakamahi pāngarau hei taunakitanga ki te whakaoti rapanga, pūāhua o tōna ao hoki.	te whai māramatanga me te whakamahi i te huhua o ngā kīanga me ngā huatau pāngarau ki te tuku pūrongo mō āna kitenga.	te whai māramatanga, te waihanga, me te whakamārama i ngā pānga, ngā tauira, ngā whakatauirā, me ngā whakaahuahanga e hāngai pū ana ki ngā tukanga me ngā mātauranga pāngarau.
Tūārehe 3 (Tau 7-8)	te kōwhiri kaupapa tūhuratanga pāngarau me te whakatau he aha i kōwhiri ai ngā tikanga hei whakaoti rapanga me te aromātai pūāhua hoki.	te whakamahi pāngarau hei whakatutuki i ētahi kaupapa, māna anō, mā te kura, mā te hapori hoki.	te whakamārama i ngā putanga mā te whakamahi i ngā tikanga o te reo e hāngai ana ki ngā whenu pāngarau.	te waihanga me te whakaputa tauira, 'tauira me te pānga' e whakamārama ana i te mātauranga pāngarau e whakamahia ana.
Tūārehe 4 (Tau 9-10)	te taki tūhuratanga kaupapa-mahi me te tūhura tikanga pāngarau ki te tātari me te whakaoti rapanga. Ka aromātai otinga me te pūrongo pūāhua mā te whakamahi mātauranga pāngarau.	te whai māramatanga ki te hua o te whakamahinga a te ao i ngā putanga o te pāngarau hei taunakitanga i ngā whakatau-kōwhiringa mā te mokopuna, te whānau, te hapū me te iwi. Ka āwhina tēnei tukanga i te mokopuna ki te tūhura kōwhiringa mō tōna anamata me tōna oranga tonutanga.	te whakamārama i ngā putanga me ngā taunakitanga mā te whakamahi i te whānuitanga o te reo pāngarau o ngā wāhanga ako.	te aromātai i ngā whakatauirā me ngā whakaahuahanga pāngarau ki te whai māramatanga mō ngā tāiringa kōrero, ngā hāpono, me ngā whakatau whānui.
Tūārehe 5 (Tau 11-13)	te taki tūhuratanga kaupapa-mahi me te parahau i ngā tikanga pāngarau, kua kōwhirihia, ki te tātari me te whakaoti rapanga. Ka aromātai otinga me ngā pūrongo pūāhua mā te mātauranga pāngarau.	te mārama ki te whakamahinga a te ao i te pāngarau mō te oranga tonutanga o te whānau, te hapū, te iwi mā te kōhi taunakitanga o ngā hua hei arahi i ngā kōwhiringa mō te ara whakamua, mō te anamata hoki.	te whakamahi i te reo motuhake o te pāngarau ki te matapaki i ngā kitenga o te tūhuratanga i ngā wāhanga whai take, me te whakamārama i ngā taunaki ki ngā mātanga pāngarau ki te hunga e hiahia ana te whai māramatanga rānei.	te aromātai i ngā whakatauirā me ngā whakaahuahanga pāngarau ki te ruku ki te rētōtanga o ngā tāiringa kōrero, ngā hāpono, me ngā whakatau whānui.

## Te Wāwāhi i ngā Whāinga Matua

Kua wāwāhingia ngā whāinga Pāngarau kia kitea ai tōna kiko, arā, ngā mātauranga me ngā pūkenga hei whakaako mā te kaiako i ia tau o te tūārere.

E whakaahua ana ngā **Tohu Ako** i ngā akoranga pāngarau. Kei te Tūārere 1, ka tīmata ngā akoranga pāngarau ki te mutunga o te 6 marama ki te kura, tae noa ki te 3 tau. Kei te Tūārere 2, ko ngā akoranga pāngarau mā ngā tau 4 ki ngā tau 6. Kei te Tūārere 3, ko ngā akoranga pāngarau mā ngā tau 7 ki ngā tau 8. Kei te Tūārere 4, ko ngā akoranga mā ngā tau 9 ki ngā tau 10. Kei te Tūārere 5, ko ngā akoranga pāngarau mā ngā tau 11 ki ngā tau 13. Kua whakatakotoria ngā akoranga pāngarau ki ngā kauneke mātauranga pāngarau mā ia tau, ā, kua whakatōpū ki ngā Toi Mokopuna.

Ko te āhua o te ako pāngarau, he moroki, he tukanga hoki, ā, ka whanake haere te mātauranga pāngarau i ngā wā rerekē. E tika ana kia auau te ako, e whakaū ai ngā mokopuna i ngā pukengā hou, arā, kia tipu, kia waia, kātahi ka kaiaka. Nō reira, e whanake ana ngā tino akoranga kei ia tūārere. Heoi anō, me mataara ngā kaiako ki te mataaho i ō rātou aronga ki ngā pūkenga, te mātauranga, me ngā māramatanga e tautohua ana ki ia tau, ki ia tau.

Kia tae atu ki tētahi tino akoranga me mātua aro e te kaiako, me āta titiro ki te wāhanga e kīia nei ko, **Kia Mataara**. Mātua rā, me aro ngā kaiako katoa ki ēnei tino rerenga ako, nā te mea, ka tino whai pānga ki te tūāpapa o te ako a te mokopuna me āna tutukitanga mō te anamata.

Ko **Te Ngako o te Whāinga**, he whakarāpopototanga o ngā tino akoranga e tīaroaro ana ki ngā whāinga matua o ngā Toi Mokopuna. I tēnei wāhanga, e whakaahua mai ana i ngā whakaakoranga me ngā mahi akoako o ia tau kia pūrangiaho ai te aronga o ia tau. He kōrero āwhina ēnei mā ngā kaiako mō ngā ariā matua o te pāngarau hei hāpai ake i ngā mahi ako a ngā mokopuna. Ka aro hoki ki te whakawhenuemi i ngā Toi Mokopuna me te pāngarau ki ngā pou matua e whā. Ahakoa kua whakaritea te mahi kia hāngai ki ia tau, me whakamahi tonu te kaiako i ōna ake mōhiotanga ki te kite, te mōhio, te urupare me te āhukahuka i ngā mahi o Te Ngako, e taea ana e rātou te whakaatu, ā, mēnā rānei kua ākona kētia aua mātauranga e ia, ka mutu, me toro atu ki ngā akoranga o tētahi atu whāinga e hirahira ana.

Ka noho ngā taipitopito kōrero o tētahi whāinga matua ki **Te Roanga o te Kōrero** (te whakamāramatanga whānui). Kei tēnei wāhanga nei ngā anganga rauangi hei ako me ngā whakamāramatanga mō te mahi whakaako. E arotahi ana tēnei wāhanga ki te tūārere e tika ai te whakaata i te whakatinanatanga o ngā whakaakoranga me ngā mahi akoako a ngā tamariki, i a rātou e ako ana i ētahi pāpātanga rerekē. Ka tīmata Te Roanga o te Kōrero ki tētahi whakaahuatanga whānui mō te mokopuna hei ākongā, ngā akoranga kawataui i tētahi tūārere, me ngā āhuratanga hei whakaaro ake mā ngā kaiako e pā ana ki te tipuranga o te reo o te mokopuna.

Kua whakawhānuitia ngā kōrero mō te **Whāinga**, kua whakatakotoria he kupu tohutohu mā ngā kaiako e pā ana ki te ako, ngā tini mata o te mokopuna, ngā mahi hei whakarite mā ngā ākongā pāngarau, tae atu ki ngā āhuratanga e poipoia ai, e tautokona ai te mokopuna kia tū māia, kia tū kaiaka hoki ia hei ākongā pāngarau.

He whakamāramatanga anō mō ngā huānga matua, arā, mō ngā rautaki me ngā pūkenga, te mātauranga, te reo, te tuakiri hoki e tohu ana i te whānuitanga o ngā mahi akoako e rarau mai ana i tētahi whāinga matua, me ngā āhuratanga e tika ana kia whakaakona. E whakaata mai ana ngā huānga o **Ngā Tini Mata o te Ako** i ngā ariā matua o te tikanga ako, ā, e tauāki ana ko ngā kaiako katoa, he kaiwhakaako o te ako, o te reo, o te mokopuna hoki.

E whakamārama ana te wāhanga **Hei Tautoko i te Ako** i ngā tikanga ako, ā, e āpiti ana i ngā whenu pāngarau mā ngā kaiako, ngā ākonga, me ngā whānau. Ka tautohu ērā i ngā mātauranga matua, ngā tukanga, me ngā pūkenga tae atu ki te tau 13, engari, kāore ērā e whakarōpūhia ana ki ngā **Toi Mokopuna**.

## Te Kanorau i te Ako Pāngarau

Ko te mōhio ki ngā taera ako huhua o ngā mokopuna whaikaha tētahi āhuatanga hiranga e mārāma ai te āhua o te whakahaere i tāna ako i te pāngarau. Kia tīmata mā te kōrero ki ngā whānau ki te tautohu, ki te whai māramatanga hoki ki ngā pūkenga motuhake me ngā āhuatanga e uua ana ki tā rātou mokopuna, tae noa atu ki ngā rautaki ka whai hua ki a ia. Whakamahia Te Ngako o te Whāinga hei tūāpapa mō tētahi matapakinga e pā ana ki ā rātou whakaarotau mō te whanaketanga o te pāngarau.

Me mōhio ki ngā rautaki ka whai hua ki ngā mokopuna whaikaha, me te āhua hoki o ēnei rautaki i tētahi horopaki ako pāngarau.

I ngā akoranga pāngarau, kia whai wāhi mai ngā mokopuna katoa ki te:

### Pūmau o te whakaako

- kia pūmau te anga e mōhio ai te mokopuna ki ngā whakahaerenga
- kia pūmau te koke me te rere o ngā mahi i te roanga o te akoranga
- whakaingoatia ngā rautaki ka whakamahia e koe e mōhio ai te mokopuna ki ngā mahi i ngā wā katoa.

### Kia arotahi ngā kōrero a te kaiako

- kia mārāma, kia koi te kōrero – me poto ngā tohutohu
- kia waiho mā te mokopuna te nuinga o ngā kōrero – he arotahi ngā kōrero a te kaiako.

### Arotahi ki te whakawhiti kōrero

- kia whai wāhi te mokopuna mā ngā ngohe whakawhitiwhiti me ngā rautaki e pārekareka ana
- ākina tā te mokopuna whakamahi i te katoa o te reo e mōhio ana e ia hei whakaoti i ngā ngohe ako pāngarau
- ākina te mahi ngātahitanga i waenganui i ngā mokopuna
- ākina, whakanuia hoki “te whakamātau” i te whakamahinga huatau pāngarau e hou ana.

### Whakatairanga i te ako

- whakamahia ngā tikanga arotahi huhua e tika ana mō te tau o te mokopuna, te raupapatanga ako, me te taumata ako hei tautohu i ērā ka whai hua ki ia mokopuna
- kia tīrewa te tuku tautoko hei arataki i te mokopuna matea ako rau
- kia tīmata ki ngā mea e mōhio kētia ana e te mokopuna hei tūāpapa mō te ako huatau hou
- whakamahia ngā horopaki me ngā rautaki e taunga ana ka whakaakona ana he huatau pāngarau hou
- whakaakona ngā mokopuna ki ngā rautaki mō te ako i te reo pāngarau me ngā huatau pāngarau hou
- whakamahia ngā ara whakaako ā-ataata, ā-rongo, ā-ringapā hoki e whai wāhi atu ai ngā taera ako huhua
- kia rite tonu te kuhu atu i te wā huritao hei āwhina i te mokopuna ki te tautohu i ngā rautaki ka whai hua ki a ia me ngā pātai pea kei a ia
- whāngaihia he taiao akoranga kauawhi, e whakanui ana i ngā rerekētanga ako katoa.

E kanorau ai te ako, me kanorau te whakaako!

## Te Aroturuki me te Aromatawai

Ka whakarato ngā raraunga ā-motu mō ngā mahi aromatawai me ngā tohu i tētahi tirohanga matawhānui ki te mātau o te pāngarau, puta noa i ngā Tau 0-13.

I ngā kura, ka whakamahia ngā mahi aromatawai hei aroturuki i te koke whakamua a te mokopuna, e āhei ai te kaiako ki te whakanui i ngā tutukinga a tēnā mokopuna, a tēnā mokopuna. Mā te whakarite i ngā whakaarotau e mārama ana me ngā whāinga whāiti, ka mārama ake, ka kaha ake hoki te tautoko a te kaiako i ngā kaunekehanga o ngā mokopuna katoa.

Ko te tikanga, ko ngā pārongo ka kohia mā roto i ngā mahi aromatawai, ka whakamōhio i ngā kura, i ngā kaiako, me ngā whānau e pā ana ki te whai hua rānei o te hōtaka pāngarau. Ko te tikanga anō hoki, ka pūrangiaho te māramatanga o te mokopuna me te kaiako ki ngā tutukinga me ngā kokenga whakamuatanga.

### Ko te ako te tūāpapa o te aromatawai

Kāore e tino rerekē ana te āhua o te aroturuki me te aromatawai i te whanaketanga o te pāngarau i te ako pū i te pāngarau. Kei ngā mea ka kitea e te kaiako me te āhua o tāna mātai i ngā mahi a te mokopuna te rerekētanga. Ko te mātai hihiri tētahi o ngā rautaki matua mō te whai i ngā kokenga:

1. Me āta aro ki ngā mahi, ki ngā whakawhitinga kōrero rānei a te mokopuna – te mātai, te whakarongo, te kite, me te huritao.
2. Me tautohu ngā mōhiotanga whāiti, ngā pūkenga, ngā waiaro, me ngā whanonga e whakaaturia ana e te mokopuna.
3. Me āta huritao, me āta whakaaro hoki ki ngā mahi e taea ana e te mokopuna me te āhua o te kōkiri atu i tērā.

### He whakapiki mana te aromatawai

Me arotahi te aromatawai me te aroturuki i te reo ki te tautohu i ngā mōhiotanga, i ngā pūkenga me ngā aronga reo pāngarau e mātau kē ana mokopuna, e mōhio ai ki te whai hua rānei o te whakaako ā mohoa, me te huarahi me whai ā haere ake nei.

E mihia ai te whānuitanga me te kanorau o te ako, me kohi te kaiako me te kura i ngā taunakitanga o ngā kokenga, puta noa i ngā whenu me ngā wāhanga katoa o Te Reo Rangatira, tae noa atu ki:

- ngā mōhiotanga pāngarau (ngā tini mata o te mātauranga)
- ngā pūkenga pāngarau (ngā tini mata o te ako)
- ngā aronga pāngarau (ngā tini mata o te tuakiri)
- te reo pāngarau (ngā tini mata o te reo pāngarau).

### He taunakitanga te aromatawai

Kei te kaiako me te kura te haepapa mō ngā whakataunga ka puta i a rātou e pā ana ki te mokopuna me tōna whanaketanga pāngarau. Nā konā tonu e whai take ana tō te kaiako, tō te kura, tō te whānau, me tō te mokopuna whakapono ki ngā taunaki i whakamahia rā hei tautoko i ēnei whiriwhiringa. Hei whakapūmau i te tika me te pono o ngā whakataunga e pā ana ki te ako pāngarau, ka whakamahia ngā tukanga tūturu me ērā kāore e tūturu ana.

Ka whai wāhi atu ki ngā tukanga tūturu ko ngā pāhekoheko ako, ngā aromatawai ōkawa, me ngā aromatawai ōpaki. Ka whai wāhi atu ki ngā tukanga kāore e tūturu ana ko ngā ara e hōhonu ake ana, pēnei i te whakamahi tairongo me te mārama pū ki te mokopuna hei tangata – ōna hiahia, ōna pūkenga, ōna uauatanga, me ōna aronga.

Kei te rauemi, **Te Poutama Tau he anga kōhura** me ngā momo tukanga ka taea e te kaiako te whakamahi hei tautohu i ngā mōhiotanga o te mokopuna, ā rātou whakamāramatanga me ā rātou whakaaturanga mō ō rātou mōhiotanga.

E rua atu anō ngā rauemi aromatawai, arā, ko:

- [He Pūkete Aromatawai Pāngarau](#)
- [He Tauaromahi Pāngarau](#)

Proactively released

Tūārere 1  
Tau 0-3

Tūārere 2  
Tau 4-6

Tūārere 3  
Tau 7-8

Tūārere 4  
Tau 9-10

Tūārere 5  
Tau 11-13



# Tūārere 1 Tau 0-3



Whenu			
HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho

Toi Mokopuna			
He tāwariwari, he aro, he pākiki, he mahi ngātahi, he auaha, he huritao, he kaitūhura whakaata hoki te mokopuna, e ako ana ki te whakamahi tikanga pāngarau me te whakaoti rapanga mō te kura, te whānau, te hapū me te iwi, ā, mō rātou anō te take.	He koi te hinengaro o te mokopuna, rite ana ki ōna mātua tipuna. Ko ngā whakaaro me te whakamahi pāngarau he mea tuku iho ki a ia, ā, ka tukuna ki ētahi atu.	He māia, he pūkōrero hoki te mokopuna ki te whakamārama me te whakaputa i ōna whakaaroaro me āna tukanga pāngarau ki te reo pāngarau. E ngākaunui ana ia ki te pāngarau me te motuhaketanga o taua reo.	He manawanui, he huritao, he aroturuki hoki te mokopuna ki te panoni i ōna whakaaro me āna mahi, ā, ka tautohu tauira, hononga hoki hei hanga pāngarau me tōna anō ao.

### Tohu Ako: Tūārere 1: Tau 1-3

Whāinga			
<b>Ka aro te ako a te mokopuna ki te whakawhanake pūkenga ki te whakatutuki tūhuratanga pāngarau mā te whai māramatanga mō te whakamahinga o te pāngarau ki te whakaoti pūāhua i roto i tōna ia rā.</b>	<b>Ka aro te ako a te mokopuna ki te whai māramatanga ki ngā kiāngā māmā me ngā huatau pāngarau e hāngai ana ki a ia anō, me te whakaawenga ki tōna anō ao.</b>	<b>Ka aro te ako a te mokopuna ki te whakawhanake i tōna reo ki te matapakī i ngā kiāngā me ngā huatau māmā o te pāngarau.</b>	<b>Ka aro te ako a te mokopuna ki te whakawhanake pūkenga ki te tautohu i ngā tauira me ngā hononga mā te tā, te tuhi, te waihanga me te tārua whakaahuahanga o ngā tauira kua whakaritea kētia.</b>

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HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Tūāreere 1: Tau 0–3</b>			
<b>Kia Mataara</b>			

<p><b>Hei te mutunga o ngā marama e 6 i te kura me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• mahi ngātahi ki ngā tūhuratanga pāngarau me te tuku pātai</li> <li>• waihanga āhua ki ngā āhua iti mā te whakamātau.</li> </ul>	<p><b>Hei te mutunga o ngā marama e 6 i te kura me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whai tohutohu ki tētahi tūwāhi, ki te kimi rānei i tētahi taonga i te kura</li> <li>• whakataurite i ētahi taonga e rua, nō tō rātou anō ao, mā te aro ki ēnei āhuatanga; te roa, te papatipu, te kītanga rānei.</li> </ul>	<p><b>Hei te mutunga o ngā marama e 6 i te kura me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakaputa wawe i te maha o ngā taonga i tētahi rōpū e rima ngā mea</li> <li>• kōrero me te whakaatu i ētahi huinga, ki te tekau, mā te hono, mā te wāwāhi rānei</li> <li>• whakamārama i tāna i whakarōpū ai mā ngā āhua, mā ngā taonga rānei</li> <li>• whakamārama i tētahi tauria tāruarua.</li> </ul>	<p><b>Hei te mutunga o ngā marama e 6 i te kura me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• kape, te hanga me te whakarōa i tētahi tauria (kia rua ngā huānga)</li> <li>• whakarōpū i ngā āhua, i ngā taonga hoki (ā-tae, ā-āhua rānei).</li> </ul>
<p><b>Hei te mutunga o te tau 2 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tuku pātai hei tūhuratanga pāngarau</li> <li>• mahi ngātahi ki te kaiako e mahere ana, ka tūhura ai, ka kōrero ai hoki mō ngā putanga</li> <li>• tūhura i te roanga, te papatipu, te rōrahi, me te kītanga o ētahi taonga mā te whakataurite i ia taonga ki tētahi atu</li> <li>• whakaahua ā-hinengaro, ki te whakapae hoki ko ēhea āhua iti e tika ana ki te waihanga i tētahi āhua, ka whakamātau ai</li> <li>• tautohu i ngā huānga e ngaro ana i tētahi tauria, ki ngā huānga e toru.</li> </ul>	<p><b>Hei te mutunga o te tau 2 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whai tohutohu me te tuku tohutohu ki tētahi tūwāhi, ki te kimi rānei i tētahi taonga, i te kāinga, i te kura hoki.</li> </ul>	<p><b>Hei te mutunga o te tau 2 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• āhukahuka i te hanganga o ngā uara-10 me ngā uara-1 o ētahi tau</li> <li>• whakamārama i tētahi tauria tāruarua, kia toru ngā huānga</li> <li>• whakarōpū i ngā āhua me ngā taonga ki ngā rōpū kua tautohua</li> <li>• whakaatu i te haurua me te hauwhā o tētahi huinga.</li> </ul>	<p><b>Hei te mutunga o te tau 2 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• āhukahuka i ngā haurua me ngā hauwhā o tētahi huinga</li> <li>• kape, te hanga me te whakarōa i tētahi tauria, kia toru ngā huānga</li> <li>• wāwāhi me te whakahono i ētahi huinga e 10 ngā mea ki ngā whakaritenga rerekē.</li> </ul>
<p><b>Hei te mutunga o te tau 3 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakamahi i te tauria tāruarua me te tau raupapa, (tuatahi, tuarua, tuatoru ...), o tētahi tauria tāruarua, ki te whakapae i ngā huānga ka whai mai</li> <li>• whakatau tata me te tōai i te whakamahinga o ētahi waeine ōpaki ki te ine te roa, te papatipu, te rōrahi, te kītanga hoki o tētahi taputapu</li> <li>• tautohu putanga e taea ana me te aro ki ngā rerekētanga o ngā putanga mō ngā ngohe me ngā pūāhua tūponotanga.</li> </ul>	<p><b>Hei te mutunga o te tau 3 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• hono i ngā tūhuratanga pāngarau ki ngā horopaki o te ao Māori</li> <li>• whai nekehanga me te tuku tohutohu nekehanga e whai wāhi ai ngā ahunga auau; te ahunga, te tawhiti, (tatau hōkai), ngā hurihanga haurua, hauwhā hoki.</li> </ul>	<p><b>Hei te mutunga o te tau 3 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakaatu i ngā taha e rua o te whārite; e ōrite ana te rahinga o ngā taha e rua o te tohu ōrite</li> <li>• whakawhiti kōrero e pā ana ki āna kitenga i roto i āna tūhuratanga.</li> </ul>	<p><b>Hei te mutunga o te tau 3 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• wāwāhi i tētahi tauria ki ngā taonga 10, me te āhukahuka tonu atu i te maha o ngā mea kei ia wāhanga</li> <li>• whakarōpū, te wāwāhi, me te whakahono i ngā tauoti ki te 100</li> <li>• tāpiri me te tango ki te 100 mā te whakarōpū me te whakamahi tauria tau</li> <li>• whakarea me te whakawehe mā te whakarōpū me te whakamahi tauria tau</li> <li>• āhukahuka i te hononga o ngā hautau whai pānga h.t., he ōrite te kotahihaurua ki te rua hauwhā</li> <li>• kimi i te haurua, te hauwhā, te hautoru rānei o tētahi huinga mā te āhukahuka i ngā rōpū me ngā tauria, atu i te toha ōrite.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Tūārere 1: Tau 0–3</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā te Kaiako</b>			
<p><b>Tau 1</b> <b>I ngā marama 0 ki te 6, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• mahi ngātahi, ki te kaiako, ki te waihanga pātai pāngarau, pātai tauanga hoki, e hāngai ana ki ōna kaingākautanga</li> <li>• whakarōpūtia ngā taonga kua kohia e te kaiako, e ai ki ōna āhuatanga</li> <li>• whakaingotia ngā rōpū, ka whakaahua ā-reo ai, ā-pikitia ai rānei.</li> </ul>	<p><b>Tau 1</b> <b>I ngā marama 0 ki te 6, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakahono i ngā āhuatanga o tōna ao, o ia rā, ki ngā ariā pāngarau</li> <li>• whakahono i ngā āhuatanga i roto i ngā huatau me ngā ariā pāngarau.</li> </ul>	<p><b>Tau 1</b> <b>I ngā marama 0 ki te 6, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakamahi i ngā pikitia, ngā rauemi, ngā tauira me ngā whakaahuhanga ki te whakaatu i ōna whakaaro</li> <li>• whakamahi i ngā rerenga māmā ki te kōrero i te maha, i ngā ingoa, i te āhuatanga o ngā āhua me te whakataurite āhua</li> <li>• whakawhiti kōrero mō ngā tūponotanga, ngā tauira me ngā pānga.</li> </ul>	<p><b>Tau 1</b> <b>I ngā marama 0 ki te 6, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• āhukahuka i ngā momo tauira; ko te tatau māwhitiwhiti, ko ngā tauira o ia rā, me ngā tauira kua waihangatia ki ngā taonga</li> <li>• whakahono i ngā ariā pāngarau; ko ngā huinga, te maha o ngā tapa o tētahi āhua.</li> </ul>
<p><b>I ngā marama 6 ki te 12, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whai māramatanga me te tuku pātai e pā ana ki tāna e ngākaunuitia ai</li> <li>• whakamahere tūhuratanga ki tāna e ngākaunuitia ana</li> <li>• tomo ki ngā tūhuratanga</li> <li>• whakawhiti whakaaro mō ngā kitenga mā te whakamahi whakaaroaro pāngarau e mōhiotia ana, e ākona ana hoki.</li> </ul>	<p><b>I ngā marama 6 ki te 12, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakahono i ngā āhuatanga o tōna ao o ia rā ki ngā ariā pāngarau</li> <li>• whakahono i ngā huatau pāngarau ki ngā huatau pāngarau.</li> </ul>	<p><b>I ngā marama 6 ki te 12, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakamahi i te reo pāngarau ki te whakawhiti kōrero, ki te whakamārama, ki te whakataurite i te maha, i ngā ingoa, i te rahi, me te āhuatanga o ngā āhua</li> <li>• whakawhiti kōrero mō ngā tūponotanga, ngā tauira me te pānga</li> <li>• whakamahi i ngā pikitia, ngā rauemi, ngā tauira me ngā whakaahuhanga ki te whakaatu i ōna whakaaro.</li> </ul>	<p><b>I ngā marama 6 ki te 12, e tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• āhukahuka i ngā tauira me te pānga; ko te tatau māwhitiwhiti i ngā tau mati maha, i ngā tauira o ia rā, me ngā tauira kua waihangatia ki ngā taonga</li> <li>• whakahono i ngā ariā pāngarau; ko ngā huinga, ngā tapa me ngā koki o ngā āhua</li> <li>• tūhura i te whakamahinga o te arorau pāngarau me ngā hātepe e kite ai i te hua.</li> </ul>
<p><b>Tau 2</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tuku pātai pāngarau hei tūhura</li> <li>• whakamahere ngātahi i te tūhuratanga me te matapakī i ngā kitenga</li> <li>• tūhura ngātahi</li> <li>• whakaahua ā-hinengaro, ki te whakatau, ki te mātai ariā</li> <li>• whakamahi pāngarau ki te whakaputa i ngā hua.</li> </ul>	<p><b>Tau 2</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• āhukahuka i te pāngarau ki tōna ia rā, pērā i te ine kai whakauru mō te tunu kai</li> <li>• whakamahi i te pāngarau e whai pānga ki a ia, ki tōna whānau hoki, pērā i te tapahi hua rākau ki ngā wāhanga ōrite mō ētahi rōpū o te rua (<math>\frac{1}{2}</math>), rōpū o te whā (<math>\frac{1}{4}</math>) rānei.</li> </ul>	<p><b>Tau 2</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• matapakī, te whakamārama, te whakataurite hoki i tōna whakamahinga o te reo pāngarau mō ngā pūāhuatanga pāngarau (pērā i ngā tauira, ngā whakaahuhanga, ngā rāwekeweke, ngā tuinga me ngā hoahoa).</li> </ul>	<p><b>Tau 2</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakatau tata i tētahi huinga</li> <li>• whakamahi tauira tau ki te whakawehe rōpū ki ngā 5 me ngā 10</li> <li>• aro ki ngā rerekētanga me te tautohu tūponotanga.</li> </ul>
<p><b>Tau 3</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakarite pātai pāngarau hei tūhura</li> <li>• whakamahere tētahi tūhuratanga pakari mō tōna anō reanga</li> <li>• tūhura arahanga, tūhura takitahi rānei</li> <li>• tuari putanga mā te mahi arahanga, mahi takitahi rānei</li> <li>• whakatau i ā rātou kitenga pāngarau.</li> </ul>	<p><b>Tau 3</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whai māramatanga ki te pāngarau i ngā horopakī o ia rā</li> <li>• tūhura panonitanga ki ngā horopakī o ia rā, e whai māramatanga ai ia ki tōna ao me ngā aronga whai hua.</li> </ul>	<p><b>Tau 3</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• matapakī me te whai māramatanga ki ngā pūāhua pāngarau mā te whakamahi i te reo pāngarau</li> <li>• whakaae, te whakahē, te whakapuaki anō, te tōai rānei.</li> </ul>	<p><b>Tau 3</b> <b>E tautoko ana i te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakamahi ngātahi i ōna mōhiotanga pāngarau, me ōna mōhiotanga mō tōna ahurea, e marama ai ki ngā pūāhua.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
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**Tohu Ako: Tūārere 1: Tau 0–3**

**Te Ngako o te Whāinga**

**Mā te Mokopuna**

<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>tuku pātai hei kimi i ngā whakautu ki ngā rapanga</li> <li>whakamahere tūhuratanga pāngarau</li> <li>tūhura pāngarau</li> <li>whakamahi i te reo pāngarau ki te whakaputa i āku kitenga.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>tautohu, me te whakamahi i te pāngarau e hono ana ki tōku ao o ia rā</li> <li>rongo i te āhuareka o te ao pāngarau e tū motuhake ana i ngā āhuatanga ahurea me ngā kawenga o tōku ao.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>tuku pātai hei kaupapa tūhura pāngarau</li> <li>whakawhiti whakaaroaro pāngarau mā ngā tuhinga, te waihanga taura me te tuhi whakaahuahanga</li> <li>whakawhitiwhiti kōrero pāngarau ki ētahi atu.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>whai māramatanga me te whakamahi mātauranga pāngarau, kaupapa pāngarau hoki</li> <li>whai māramatanga ki ngā pūāhua o tōku ao me ōku ngākaunuitanga mā te whakamahi i te pāngarau</li> <li>whakamahi i ngā huatau pāngarau.</li> </ul>
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**Te Roanga o te Kōrero**

<p><b>Te Āhua o te Mokopuna</b></p> <p>Ka tuku pātai e pā ana ki tētahi pūāhua ka hua mai i tōna ao hei tūhuratanga māna.</p> <p>E ako ana te mokopuna ki te whakamahere tūhura; ā, e mahi ngātahi ana ki te kaiako ki te whakamahere me te whakatinana tūhuratanga hoki.</p> <p>E mōhio ana te mokopuna he akoranga kei roto i te whakamātau, ahakoa tika mai, hē mai rānei.</p> <p>Ka tīmata te mokopuna ki te panoni i āna tūhura kia kitea ai he hua.</p> <p>E ako ana ki te whakawhiti whakaaro mā te whakamahi i ngā tikanga matapakī.</p>	<p><b>Te Āhua o te Mokopuna</b></p> <p>E whai māramatanga ana te mokopuna ki te wāhi o te pāngarau ki tōna ao o ia rā me ōna hiahia mō tōna anamata.</p> <p>Ka whai māramatanga te mokopuna ki ngā āhuatanga mahi rerekē o te ao pāngarau ki ngā āhuatanga mahi o tōna ao, heoi, ka rongo tonu i te hua o te pāngarau mōna anō.</p>	<p><b>Te Āhua o te Mokopuna</b></p> <p>E pārekareka ana ki te mokopuna te whakawhiti kōrero e pā ana ki ngā tau, ngā taura, te mokowā, te rahinga, te tūponotanga, me te pānga.</p> <p>Kei te whakamahi te mokopuna i te reo pāngarau, ā, kā kite atu i te tikanga o ngā taura, o ngā kupu, me ngā tohu, o ngā ariā pāngarau.</p> <p>E pārekareka ana ki te mokopuna te tākaro me te tūhura e tautoko ai i te rere o te kupu mō te maha, mō te tau, mō te mokowā, mō te rahinga, mō te tūponotanga, mō ngā taura, me te pānga.</p> <p>Ka whakawhiti whakaaro te mokopuna mō ngā huatau pāngarau mā te whakamahi i ngā taputapu, te whakamārama kaupapa, pūāhua me te whakaoti rapanga.</p> <p>Ka tupu te puna reo pāngarau, puna taura, puna whakaahuahanga, ngā ariā me ngā huatau pāngarau a te mokopuna, ki tā te kaiako e whakatauirā ana.</p>	<p><b>Te Āhua o te Mokopuna</b></p> <p>E whai māramatanga ana te mokopuna mō te whai wāhitanga o te maha, te tau, te mokowā, te rahinga, te tūponotanga, ngā taura, me te pānga o tōna anō ao, o ia rā.</p>
<p><b>Ngā tini mata o te tuakiri</b></p> <p>Ka whai whakaaro te mokopuna ki ngā whakamahinga a ētahi atu, ngā uinga a ētahi atu me te whai hononga i waenga i a rātou anō, i a rātou e mahi ngātahi ana, e mahi takitahi ana hoki. He auaha te mokopuna pāngarau.</p>	<p><b>Ngā tini mata o te tuakiri</b></p> <p>E mārama ana ki te mokopuna he reo anō, he rautaki anō, he pūkenga anō hoki tō te pāngarau e rerekē ana i ō rātou anō ahurea. E ako ana te mokopuna ki te whakamahi tika i ngā pūkenga whakaaroaro o ngā pūnaha e rua.</p>	<p><b>Ngā tini mata o te tuakiri</b></p> <p>Ka whakaatu te mokopuna i tōna māia ki te whakaputa i ōna whakaaroaro pāngarau me āna taunaki mō te whānuitanga o ētahi pūāhua.</p>	<p><b>Ngā tini mata o te tuakiri</b></p> <p>E whai pānga ana ngā mātauranga pāngarau ki te mokopuna, ā, e taea ana e ia te whakamahi ki tōna anō ao.</p>

## Tohu Ako: Tūārere 1: Tau 0–3 Te Roanga o te Kōrero

### Tau

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakatairite i ngā maha o ētahi huinga ki te reo o ia rā
- tatau i ngā mea katoa o tētahi huinga
- tatau pānga tahi i ngā taonga o tētahi rōpū hei whakaoti rapanga tāpiri, rapanga tango māmā, mā te whakamahi i ngā taputapu, i te hinengaro rānei
- hanga rōpū ōrite
- tatau i te maha o ngā taonga me te hanga huinga mā te toha ōrite, tatau pānga tahi mā te whakamahi i ngā rauemi
- whai māramatanga ki te whakawehe mā te toha ōrite
- tatau pānga tahi ki te waihanga rōpū whakarea
- whakaoti rapanga whakawehe mā te toha ōrite pānga tahi ki te whakarōpū
- whakaoti rapanga whakarea, rapanga whakawehe mā te tatau māwhitiwhiti-a-tahi, mā te whakamahi taonga, mā te mahi ā-hinengaro rānei
- whakapono ki te tatauranga
- whakapono ki te tatauranga mā te tatau ā-hinengaro, mai i te tau tahi
- tīmata ki te tatau mai i te tau nui ahakoa te raupapa o te whārite. (h.t., 5 + 12, ka timata te tatau ki te 12).

#### Ngā Tini Mata o te Mātauranga

##### Te Hanga o Ngā Tau

6 Marama Kei te ako te mokopuna ki te:	Tau 1 Kei te ako te mokopuna ki te:	Tau 2 Kei te ako te mokopuna ki te:	Tau 3 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakaputa wawe i te maha o ngā taonga o tētahi rōpū, ki te 5</li> <li>• āhukahuka i te tau nui ake, i te tau iti iho rānei me te whai māramatanga i te hononga o te tau nui ake me te tau iti iho.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaputa wawe i te maha o ngā taonga o tētahi rōpū ki te 10</li> <li>• whakahono i ētahi taurira e rua, i ētahi taputapu 1-5</li> <li>• whakamahi i te tohu nui ake, te tohu iti iho me te tohu ōrite ki te whakaatu i te hononga i waenga i tētahi huinga.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu i te 10 pātata ki ngā tauoti tae noa ki te 100</li> <li>• whakarōpū taonga hei taurira, 10 taonga nui ake rānei, ka whakaputa wawe i te maha o ngā taonga kei ia rōpū.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaāwhiwhi i ngā tau oti ki te 10, te 100 rānei e pātata ana, ki te 1,000.</li> </ul>
<ul style="list-style-type: none"> <li>• tatau whakamua, whakamuri ki te 10, ki te 20 hoki</li> <li>• ki te whai māramatanga ki te tatau pānga tahi, me te raupapatanga o ngā tau.</li> </ul>	<ul style="list-style-type: none"> <li>• tatau whakamua, whakamuri ki te 100, ka tatau māwhiti-2, māwhiti-10 hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• tatau whakamua, whakamuri ki te 100, ka tatau māwhiti-2, māwhiti- 5, māwhiti-10 hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• tatau whakamua, whakamuri i te 1,000, ka tatau māwhiti-2, māwhiti-3, māwhiti-5, māwhiti-10 hoki.</li> </ul>
<ul style="list-style-type: none"> <li>• tautohu, pānui me te tuhi i ngā tau ki te 10.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, pānui me te tuhi i ngā tau ki te 20.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, pānui me te tuhi i ngā tau ki te 100.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, pānui me te tuhi i ngā tau ki te 1,000.</li> </ul>
<ul style="list-style-type: none"> <li>• whakatairite me te whakaraupapa ā-kupu i ngā tauoti ki te 10.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatairite me te whakaraupapa ā-kupu i ngā tauoti ki te 20.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatairite me te whakaraupapa ā-kupu, ā-tohu hoki i ngā tauoti ki te 100.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatairite me te whakaraupapa ā-kupu, ā-tohu hoki i ngā tauoti ki te 1,000.</li> </ul>

**Tohu Ako: Tūāreere 1: Tau 0-3**  
**Te Roanga o te Kōrero**

**Tau**

**Te Whakarōpū, Te Wāwahi Tau me te Uara Tū**

<b>6 Marama</b> Kei te ako te mokopuna ki te:	<b>Tau 1</b> Kei te ako te mokopuna ki te:	<b>Tau 2</b> Kei te ako te mokopuna ki te:	<b>Tau 3</b> Kei te ako te mokopuna ki te:
	<ul style="list-style-type: none"> <li>whakamahi tauhono o te 5, o te 10: h.t., <math>4 + 1 = 5</math>, <math>7 + 3 = 10</math></li> <li>wāwāhi tauhono me te 10: h.t., <math>13 = 10 + 3</math></li> <li>wāwāhi me te whakarōpū tau ki te 20 me te kite i ngā taurira o roto i ngā wāwāhinga: h.t., tau roha, tau kiato.</li> <li>tautohu i te uara tū o ngā tau ki te 10, ki te 20 hoki: h.t., <math>12 = 10 + 2</math></li> <li>whakawhiti i te whānau-1 hei tekau: h.t., 14 ngā kotahi hei kotahi tekau, me ngā kotahi e whā.</li> </ul>	<ul style="list-style-type: none"> <li>whakamahi tauhono o te 20</li> <li>tikanga o ngā tau ngahuru, ki te 100: h.t., e 6 ngā tekau kei roto i te 60</li> <li>tūhura i ngā momo whakaritenga o te wāwāhi me te whakarōpū tau anō</li> <li>wāwāhi me te whakarōpū i ngā tau, ki te 100</li> <li>whakawhiti i ngā whānau 10 ki ngā whānau 100: h.t., 240 ngā tekau = e 2 ngā rau, e 4 ngā tekau</li> <li>tautohu i te uara tū, te uara mati, me te uara katoa o tētahi tau, ki te 100: h.t., <math>46 = 40 + 6</math>.</li> </ul>	<ul style="list-style-type: none"> <li>whakamahi tauhono o te 100: h.t., <math>40 + 60 = 100</math></li> <li>kōrero i te maha o ngā 10 kei roto i tētahi tau mati-3</li> <li>kōrero i te maha o ngā 100 kei roto i ngā tau mati-4 me ngā tau mati-5</li> <li>whakawhiti i te whānau-rau hei whānau-1,000: h.t., 2,240 ngā rau = e 2 ngā mano, e 2 ngā rau, e 4 ngā tekau</li> <li>tautohu i ngā uara tū, tau roha, tau kiato o tētahi tau ki te 1,000: h.t., <math>426 = 400 + 20 + 6</math></li> <li>tautohu i te uara tū, te uara mati, me te uara katoa o tētahi tau, ki te 1,000.</li> </ul>

**Ngā Paheko**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>honohono me te wāwāhi rōpū ki te 10, mā te tatau pānga tahi, mā te whakarōpū hoki.</li> </ul>	<ul style="list-style-type: none"> <li>honohono me te wāwāhi rōpū, ki te 20</li> <li>tautohu i te rerekētanga o ētahi rōpū, mā te whakarōpū me te tatau: h.t., <math>9 + 6, 7 + \underline{\quad} = 11</math>.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri me te tango huinga ki te 100: h.t., <math>53 + 21, 55 - 32</math>.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri me te tango tauoti mati-2, mati-3 ki te 1,000: h.t., <math>400 + 600</math> me te <math>200 + 700</math>.</li> </ul>
	<ul style="list-style-type: none"> <li>whakarea me te whakawehe mā te toha ōrite taonga me te whakarōpū, ka tatau ai.</li> </ul>	<ul style="list-style-type: none"> <li>tikanga o te tau whakarea, te tau e whakareatia ana, te tauwehe me te tau whakawehe</li> <li>whakarea me te whakawehe mā te whakarōpū me te tatau māwhitiwhiti.</li> </ul>	<ul style="list-style-type: none"> <li>whakautu whakarea mati-2 ki te mati-1: h.t., <math>2 \times 23</math></li> <li>mōhio ki te huri kōaro i te whakawehe hei whakarea. h.t., <math>8 \times 99 = 99 \times 8</math>: <math>10 \div 5 \neq 5 \div 10</math></li> <li>whakaoti rapanga whakawehe mā te huri kōaro i te whakawehe hei whakarea: h.t., <math>40 \div 5 = 8 \rightarrow 5 \times 8 = 40</math></li> <li>whakaoti rapanga whakawehe tauoti ki te tauwehe mati-1, kōore he toenga.</li> </ul>

**Tohu Ako: Tūārere 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Tau**

**Ngā Meka Matua**

<b>6 Marama</b> Kei te ako te mokopuna ki te:	<b>Tau 1</b> Kei te ako te mokopuna ki te:	<b>Tau 2</b> Kei te ako te mokopuna ki te:	<b>Tau 3</b> Kei te ako te mokopuna ki te:
	<ul style="list-style-type: none"> <li>tautohu i ngā whānau meka matua ki te 10; meka tāpiri, meka tango, me ngā rearua.</li> </ul>	<ul style="list-style-type: none"> <li>whakaputa maharatanga mō ngā meka tāpiri/tango ki te 10, me te tautohu meka tāpiri/tango ki te 20 me ngā rearua, ki te 20.</li> </ul>	<ul style="list-style-type: none"> <li>whakaputa maharatanga ki ngā meka tāpiri, ngā meka tango, me ngā rearua tango, ki te 20.</li> </ul>
		<ul style="list-style-type: none"> <li>tautohu i te hononga o te tatau māwhiti me ngā meka whakarea, mō nga 2, 5 me te 10.</li> </ul>	<ul style="list-style-type: none"> <li>whakaputa maharatanga mō ngā meka whakarea, ngā meka whakawehe mō ngā 2, ngā 3, ngā 5, me ngā 10.</li> </ul>

**Ngā Hautanga**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
	<ul style="list-style-type: none"> <li>tautohu me te waihanga haurua, hauwhā hoki hei hautanga o tētahi āhua, o tētahi huinga rānei mā te tohatoha ōrite ki ia wāhanga.</li> </ul>	<ul style="list-style-type: none"> <li>tautohu, te pānui me te tuhi (hei tohu, hei kupu), ki te waihanga hoki i te haurua, te hatoru, te hauwhā hei hautanga o tētahi āhua, o tētahi huinga rānei mā te tohatoha ōrite ki ia wāhanga.</li> </ul>	<ul style="list-style-type: none"> <li>tautohu, te pānui me te tuhi (hei tohu, hei kupu) me te waihanga haurua, hatoru, hauwhā, haurima me ngā hauwaru hei hautanga o te āhua, o tētahi huinga rānei mā te tohatoha ōrite ki ia wāhanga.</li> </ul>
		<ul style="list-style-type: none"> <li>whakatairite hautanga (haurua, hauwhā me ngā hatoru).</li> </ul>	<ul style="list-style-type: none"> <li>whakatairite me te whakaraupapa hautanga haurua, hauwhā, me ngā hauwaru me te tautohu i ngā hautau ōrite.</li> </ul>
	<ul style="list-style-type: none"> <li>kimi i te haurua me te hauwhā o tētahi rōpū mā te tohatoha ōrite me te whakarōpū.</li> </ul>	<ul style="list-style-type: none"> <li>kimi i te haurua, te hauwhā, te hatoru rānei o tētahi huinga mā te āhukahuka i ngā rōpū me nga tauira, atu i te tatau pānga tahi.</li> </ul>	<ul style="list-style-type: none"> <li>kimi hautanga waetahi o tētahi huinga: h.t., <math>\frac{1}{4}</math> o te 12.</li> </ul>
			<ul style="list-style-type: none"> <li>tāpiri hautau waetahi he ōrite te tau raro: h.t., <math>\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}</math>.</li> </ul>

**Tohu Ako: Tūāreere 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Tau**

**Mātau Ahumoni**

<b>6 Marama</b> Kei te ako te mokopuna ki te:	<b>Tau 1</b> Kei te ako te mokopuna ki te:	<b>Tau 2</b> Kei te ako te mokopuna ki te:	<b>Tau 3</b> Kei te ako te mokopuna ki te:
		<ul style="list-style-type: none"> <li>tautohu me te whakaraupapa i ngā moni o Aotearoa, ki te \$20 e whai wāhi mai ana te uara o ngā moni, ka whakarōpū ōrite, katahi ka tātai katoatia.</li> </ul>	<ul style="list-style-type: none"> <li>hanga rahinga moni mā te whakamahi i ngā moniuka \$1 me te \$2; ngā monitā \$5, \$10, \$20, \$50, me te \$100.</li> </ul>

**Ngā Tini Mata o Te Reo o Tau**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>ōrite</li> <li>rōpū</li> <li>ingoa o ngā tau tae noa ki te 10</li> <li>wāwāhi.</li> </ul>	<ul style="list-style-type: none"> <li>haurua</li> <li>hauwhā</li> <li>hautanga māori</li> <li>raupapa</li> <li>tohatoha</li> <li>tatau māwhiti whakamua/whakamuri</li> <li>kei mua</li> <li>kei muri</li> <li>ingoa o ngā tau tae noa ki te 100</li> <li>tāpiri/tango</li> <li>uara tū</li> <li>tau roha</li> <li>tau kiato.</li> </ul>	<ul style="list-style-type: none"> <li>raupapa</li> <li>kotahi hautoru</li> <li>whakarea</li> <li>whakawehe</li> <li>moniuka</li> <li>monitā</li> <li>uara tū</li> <li>mati-2</li> <li>ingoa o ngā tau ki te 1,000</li> <li>tauhono</li> <li>taurunga</li> <li>tauraro.</li> </ul>	<ul style="list-style-type: none"> <li>mati-4</li> <li>ngā ingoa o ngā tau ki te 10,000</li> <li>tau hono</li> <li>hautau waetahi</li> <li>kotahi haurima</li> <li>kotahi hautekau</li> <li>huri kōaro</li> <li>whakaāwhiwhi</li> <li>uara tū</li> <li>tau roha</li> <li>tau kiato.</li> </ul>

**Tohu Ako: Tūārere 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Taurangi**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- hanga me te whakaroa tauira tāruarua māmā, kia rua ngā tauira tāruarua
- whakaoti rapanga raupapa mā te hanga, mā te whakaroa me te whakaatu tauira hoki
- whakaroa i ngā tauira māmā, ka tatau ā-rōpū i te maha o ngā huānga o roto.

**Ngā Tini Mata o te Mātauranga**

**Te Whakaaro Taurangi**

<b>6 Marama</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 1</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 2</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 3</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• kape, te whakaroa me te whakamārama i ngā tauira tāruarua māmā, kia rua ngā tauira tāruarua.</li> </ul>	<ul style="list-style-type: none"> <li>• kape, te whakaroa, te hanga me te whakamārama i tētahi tauira tāruarua māmā noa me ngā huānga e toru.</li> </ul>	<ul style="list-style-type: none"> <li>• āhukahuka me te whakamārama i ngā tauira o tētahi tauira tāruarua, ka whakamahia hei whakapae i ngā tauira e whai mai ana.</li> </ul>	<ul style="list-style-type: none"> <li>• āhukahuka, te whai tonu, te waihanga hoki i ngā tauira raupapa.</li> </ul>
	<ul style="list-style-type: none"> <li>• tautohu i ngā huānga e ngaro ana kei roto i te tauira tāruarua.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamārama i te tauira tāruarua</li> <li>• whakamahi tāpiri tāruarua me te tūnga raupapa ki te whakapae i ngā tauira e whai mai ana.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaoti rapanga me te whakatau i ngā huānga o tētahi tauira mā te tatau mawhitiwhiti, mā te tāpiri tāruarua rānei</li> <li>• whakaahua i te ture hei whakamārama i te tauira me te whakamahi i taua ture hei matapae i ngā huānga 3–4 ka whai ake.</li> </ul>
<ul style="list-style-type: none"> <li>• whakaingoa huānga o tētahi tauira raupapa māmā</li> <li>• whakamahi reo o ia rā ki te whakamārama i te tūnga me te raupapatanga o ngā huānga.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaingoa huānga o tētahi tauira raupapa māmā</li> <li>• whakamahi i te reo pāngarau me te reo o ia rā hei whakamārama i te tūnga me te raupapatanga o ngā huānga</li> <li>• whakamahi toi Māori ki te waihanga tauira tāruarua.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi toi Māori ki te waihanga tauira tāruarua</li> <li>• tuku pātai me te whakautu pātai mō ngā tauira tāruarua.</li> </ul>	<ul style="list-style-type: none"> <li>• waihanga tauira raupapa toi Māori</li> <li>• whakamārama i ngā huānga ahurea o ngā tauira raupapa toi Māori.</li> </ul>
<ul style="list-style-type: none"> <li>• waihanga tauira ki ngā taputapu, ki ngā kupu, ki ngā tohu, ki te nekehanga me ngā pikitia</li> <li>• tūhura tauira tāruarua ki ngā horopaki huhua.</li> </ul>	<ul style="list-style-type: none"> <li>• waihanga tauira ki ngā taputapu, ki ngā kupu, ki ngā tohu, ki te nekehanga me ngā pikitia</li> <li>• tūhura tauira tāruarua ki ngā horopaki huhua.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua tauira ki ngā taputapu, ki ngā kupu, ki ngā tohu, ki te nekehanga me ngā pikitia</li> <li>• tūhura tauira tāruarua me te whakaroa tauira i ngā horopaki huhua.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua tauira ki ngā taputapu, ki ngā kupu, ki ngā tohu, ki te nekehanga me ngā pikitia</li> <li>• tūhura tauira tāruarua me te whakaroa tauira i ngā horopaki huhua.</li> </ul>
	<ul style="list-style-type: none"> <li>• tūhura i te huri kōaro o te tau tāpiri: h.t., <math>3 + 4 = 4 + 3</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• tūhura i te huri kōaro o te tau tāpiri: h.t., <math>7 + 3 = 3 + 7</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi i te pāheko tapiripritanga: h.t., <math>4 + 0 = 4</math> me te <math>5 - 0 = 5</math></li> <li>• ngā pāheko whakareatanga: h.t., <math>5 \times 1 = 5</math> me te <math>4 \div 1 = 4</math>, me te huri kōaro o te pāheko.</li> </ul>

**Tohu Ako: Tūāreke 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Taurangi**

**Ngā Whārite me Ngā Pānga**

<b>6 Marama</b> Kei te ako te mokopuna ki te:	<b>Tau 1</b> Kei te ako te mokopuna ki te:	<b>Tau 2</b> Kei te ako te mokopuna ki te:	<b>Tau 3</b> Kei te ako te mokopuna ki te:
	<ul style="list-style-type: none"> <li>whakaoti whārite, e tika ana (T), e hapa ana (H) rānei e whai wāhi mai ana te tāpiri me te tango, mati-1, mā te mārama ki te tikanga o te tohu ōrite (=): h.t., <math>9 - 6 = 8 - \underline{\quad}</math> <math>7 - 5 = 6 - 4</math> (T/H).</li> </ul>	<ul style="list-style-type: none"> <li>whakaoti whārite e tika ana (T), e hapa ana (H) rānei e whai wāhi mai ana te tāpiri me te tango, mati-1, mati-2 hoki, mā te mārama ki te tikanga o te tohu ōrite (=): h.t., <math>18 + \underline{\quad} = 17 + 6</math>, <math>17 = 25</math> (T/H).</li> </ul>	<ul style="list-style-type: none"> <li>whakaoti whārite e tika ana (T), e hapa ana (H) rānei e whai wāhi mai ana te tāpiri me te tango, mā te mārama ki te tikanga o te tohu ōrite (=): h.t., <math>147 + \underline{\quad} = 163 - 10</math> <math>149 + 4 = 153</math> (T/H).</li> </ul>

**Ngā Tini Mata o Te Reo o te Taurangi**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>tauira</li> <li>tāruarua</li> <li>huānga</li> <li>whakaroa.</li> </ul>	<ul style="list-style-type: none"> <li>tauira</li> <li>tāruarua</li> <li>pūtake.</li> </ul>	<ul style="list-style-type: none"> <li>tauira raupapa</li> <li>tauira tāruarua</li> <li>pūtake</li> <li>huānga (he mema o te huinga)</li> <li>tatau māwhiti</li> <li>whārite</li> <li>pāheko.</li> </ul>	<ul style="list-style-type: none"> <li>raupapa</li> <li>tipu</li> <li>pūmau</li> <li>ture.</li> </ul>

**Tohu Ako: Tūārere 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Ine**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- whakatairite i ngā taonga ki ngā inenga ōkiko
- whakatairite me te raupapa i ngā taonga ki ngā waeine arokē
- whakamahi i ngā tau me ngā waeine arokē hei ine i tētahi āhuatanga (h.t., e rima tapuwa, mō te roa; e iwa kapu, mō te kītanga).

**Ngā Tini Mata o te Mātauranga**

**Te Ine**

<b>6 Marama</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 1</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 2</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 3</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• whakatairite ētahi taonga ki ngā inenga ōkiko</li> <li>• whakaingoa i te inenga o tētahi mea e ine ana:               <ul style="list-style-type: none"> <li>- te tautohu mita me te mitarau hei waeine arowhānui mō te roa</li> <li>- te pūmautanga o tētahi waeine.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakatairite i te roa, te papatipu, te taumaha, te paemahana, te rōrahi, te kītanga mā te ine ōkiko: h.t., mā te whakatairite i ētahi taonga e rua.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata me te whakamahi tāruarua i te waeine aronga kē hei ine roa, papatipu, kītanga me te rōrahi rānei o tētahi taonga</li> <li>• whakatairite me te whakamahi waeine aronga kē hei ine i te roa, te papatipu me te kītanga</li> <li>• whai māramatanga ki te huatau o tētahi āwhata; wāwghi i tētahi waeine, ine hoki i tētahi haurua-waeine</li> <li>• waihanga āwhata mō ngā waeine aronga kē me te whakamahi i ngā taputapu tika, waeine tika hoki ki te ine i te roa, te papatipu, te taumaha me te kītanga o tētahi taputapu</li> <li>• whakamahi tau me ngā waeine aronga kē ki te whakatau i te inenga o tētahi āhuatanga.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata, ka ine ai i te roa, papatipu, rōrahi me te kītanga mā te whakawahi i ngā waeine ngahuru: h.t., he taputapu whai tohu tapanga</li> <li>• whakatairite me te whakamahi waeine ngahuru hei ine i te roa, te papatipu me te kītanga</li> <li>• whakatairite me te whakaraupapa taonga mā te whakamahi waeine o te roa, te papatipu, te kītanga rānei</li> <li>• whakatau i ngā waeine e tika ana mō te horopaki me te inenga tika.</li> </ul>
		<ul style="list-style-type: none"> <li>• huri me te whakaahua i te rahi o te huringa, te tangata, te taonga mā te whakamahi huringa haurua, huringa hauwhā hei waeine.</li> </ul>	<ul style="list-style-type: none"> <li>• huri me te whakaahua i te rahi o te huringa, te tangata, te taonga mā te whakamahi huringa haurua, huringa hauwhā, huringa toru hauwhā hei waeine.</li> </ul>

**Te Paenga, te Horahanga me te Rōrahi**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
		<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro, te whakatau tata me te ine i te paenga me te horahanga o ngā āhua ahu-2 ki ngā inenga aronga kē.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro, te whakatau tata me te ine;               <ul style="list-style-type: none"> <li>- i te paenga o ngā taparau ki ngā waeine ngahuru</li> <li>- i te horahanga o ngā āhua ahu-2 ki ngā tapawhā ōrite</li> <li>- i te kītanga o ngā poro ki ngā waeine ōrite (poro-tapawhā rite).</li> </ul> </li> </ul>

**Tohu Ako: Tūāreke 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Ine**

**Te Wā**

<b>6 Marama</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>	<b>Tau 1</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>	<b>Tau 2</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>	<b>Tau 3</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>
<ul style="list-style-type: none"> <li>• hono i ngā rā o te wiki ki ngā kaupapa o te wiki, i te rā hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu i te takanga o te wā hei tau, marama, wiki, rā, hāora, miniti me ngā hekona</li> <li>• whakaingoa me te whakaraupapa rā o te wiki me te whakaraupapa kaupapa o te rā, ki te reo ine</li> <li>• pānui me te kōrero i te wā ki te hāora: h.t., 1:00.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaingoa me te raupapa marama Māori, ngā kaupeka o te tau me te tau hou o te Māori</li> <li>• whakaahua haerenga o te wā hei marama, wiki rā me ngā hāora</li> <li>• kōrero i te wā ki te hāora, te haurua hāora mā te whakamahi i te reo 'māi i te/hipa i te' me te 'ki te'.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu tohu taiao mō te wā, h.t., tau hou o te Māori</li> <li>• whakamahi maramataka hei kimi i te maha o ngā rā, ngā wiki, ngā marama ki ngā kaupapa nui</li> <li>• tautohu me te whakamahi i ngā kupu o ia rā mō te wā</li> <li>• kōrero i te wā ki te hāora, haurua hāora, hauwhā i muri, me te hauwhā ki te hāora.</li> </ul>

**Ngā Tini Mata o Te Reo o te Ine**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>• roa</li> <li>• taumaha</li> <li>• whānui</li> <li>• tāroa</li> <li>• teitei</li> <li>• poto</li> <li>• iti</li> <li>• hahaka</li> <li>• hōhonu</li> <li>• pāpaku</li> <li>• tawhiti</li> <li>• tata.</li> </ul>	<ul style="list-style-type: none"> <li>• ngā kupu taurite: roa – roa ake; taumata – taumaha ake.</li> <li>• kupu mō te roa; whānui, teitei, hōhonu, tawhiti ...</li> <li>• papatipu</li> <li>• horahanga mata</li> <li>• paemahana</li> <li>• rōrahi</li> <li>• kītanga.</li> </ul>	<ul style="list-style-type: none"> <li>• āwhata</li> <li>• horahanga</li> <li>• whakaāwhiwhi</li> <li>• paenga</li> <li>• waeine aronga kē.</li> </ul>	<ul style="list-style-type: none"> <li>• kītanga</li> <li>• tapawhā ōrite</li> <li>• taparau</li> <li>• poro</li> <li>• waeine ngahuru</li> <li>• mitamano, mitarau, mita.</li> </ul>

## Tohu Ako: Tūārere 1: Tau 0–3 Te Roanga o te Kōrero

### Āhuahanga

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakarōpū i ngā taonga ki ngā āhuatanga māmā
- tohutohu, te whai tohutohu hoki i ki te huri, ki te neke āhua
- ki te whakamārama hoki i te tūnga o tētahi mea i tō rātou taiao
- whakarōpū, ki te tautohu, whakaahua, me te whakatairite i ngā āhua ahu-2, ahu-3
- tautohu i ngā pūwāhi matua o te kāpehu me te whakaahua i te taunga o te mahere, te whakaata, te nekehanga, te panonitanga o tētahi āhua māmā.

#### Ngā Tini Mata o te Mātauranga

##### Ngā Hanga

6 Marama Kei te ako te mokopuna ki te:	Tau 1 Kei te ako te mokopuna ki te:	Tau 2 Kei te ako te mokopuna ki te:	Tau 3 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tautohu me te whakarōpū i ngā taonga o tōna ao, ki ngā āhuatanga māmā.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te whakaahua, te whakarōpū i ngā āhua ahu-2, āhua ahu-3 māmā pērā i te tapatoru, porowhita, tapawhā hāngai, tapawhā rite, mataono, rango me ngā poro.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te whakaahua, te whakarōpū i ngā āhua ahu-2, āhua ahu-3 māmā pērā i te porohema, porowhita haurua, taparau, tapaono rite, taparima, poro-tapawhā hāngai, koeko tapawhā hāngai, poi haurua, koeko me ngā kōwhaiwhai Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro, tautohu, whakatairite me te whakarōpū i ngā āhua ahu-2, ahu-3 mā te whakamahi i ngā āhuatanga o te āhua, te rārangi hangarite me ngā kōwhaiwhai Māori</li> <li>• tā me te waihanga hoahoa ahu-2, ahu-3</li> <li>• tautohu koki hāngai kei roto i ngā hanga rerekē.</li> </ul>

##### Te Taunga me te Ahunga

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tautohu i te taunga o tētahi mea, ki te āhukahuka i te nekehanga o te taunga me te ahunga hoki, ki te neke ia</li> <li>• whakamahi kupu e tohua ana i ngā ahunga, pēnei i te whakamua, whakamuri, maui, matau, taha, piki ake, heke iho.</li> </ul>	<ul style="list-style-type: none"> <li>• whai me te whakarite tohutohu ki te neke ki tētahi wāhi kē, te whakanoho taonga rānei ki tētahi tūnga.</li> </ul>	<ul style="list-style-type: none"> <li>• whai me te tuku tohutohu kia neke ai ki tētahi wāhi, te whakanoho taonga rānei ki tētahi tūnga. h.t., whakamahi ahunga, tawhiti, arā te maha o ngā kai, te huri hauwhā, huri haurua, huri ā-karaka, huri kōaro hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• whai me te whakarite raupapa tohutohu ki te whakaneke tangata ki tētahi wāhi, te whakanoho taonga rānei ki tētahi taunga, mā te whakamahi ahunga me te tawhiti.</li> </ul>
	<ul style="list-style-type: none"> <li>• whakamahi pikitia, hoahoa, pakiwaitara rānei ki te whakaahua i te taunga o ngā taonga me ngā wāhi.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamāori hoahoa ki te whakamārama i te taunga o ngā taonga, ki te taunga o tētahi atu taonga, wāhi rānei.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamāori, te tā pikitia me te whakamahi i tētahi mahere māmā ki te kimi taonga, kimi wāhi hoki e whai pānga ana tētahi atu taonga, wāhi hoki.</li> </ul>
		<ul style="list-style-type: none"> <li>• whakamahi i ngā tōpito matua e 4 o te kāpehu, te whitinga o te rā me te tōnga o te rā.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaatu i te ahunga me ngā taunga ki runga mahere.</li> <li>• tūhura i ngā tohu kāpehu matua, te whakamārama tūranga mahere me ngā tohu pepeha.</li> </ul>

**Tohu Ako: Tūāreke 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Āhuahanga**

**Ngā Panoni**

<b>6 Marama</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>	<b>Tau 1</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>	<b>Tau 2</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>	<b>Tau 3</b> <b>Kei te ako te mokopuna</b> <b>ki te:</b>
	<ul style="list-style-type: none"> <li>• neke, te huri me te panoni i ngā hanga ki te hanga taurira Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• āhukahuka i ngā rārangi hangarite o tētahi āhua, pikitia rānei, me te waihanga pikitia āhua hangarite, taurira rānei, h.t., ngā taurira Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• panoni i ngā āhua mā te whakamahi ataata me te nekehanga, taurira pēnei i ngā kōwhaiwhai māmā</li> <li>• āhukahuka ko ēhea āhua ka noho pūmau mehemea ka panoni.</li> </ul>

**Ngā Tini Mata o Te Reo o te Āhuahanga**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>• tapa</li> <li>• mata</li> <li>• kokonga</li> <li>• kōpiko</li> <li>• rārangi</li> <li>• torotika.</li> </ul> <p>Ka whakamārama i ngā āhua māmā i āna ake kupu.</p> <p>Kei te tipu te māramatanga o ngā kupu taunga māmā o ia rā:</p> <ul style="list-style-type: none"> <li>• tata</li> <li>• mua</li> <li>• muri</li> <li>• taha</li> <li>• taha mauī</li> <li>• taha matau</li> <li>• waenganui</li> <li>• pito</li> <li>• tua atu</li> <li>• tua mai</li> <li>• runga</li> <li>• raro</li> <li>• roto</li> <li>• waho</li> <li>• tuatahi</li> <li>• tuarua.</li> </ul> <p>Ngā kupu māmā mō te ahunga. ht:</p> <ul style="list-style-type: none"> <li>• mai</li> <li>• atu</li> <li>• ki runga/raro/tua</li> <li>• whakamua</li> <li>• whakamuri.</li> </ul>	<ul style="list-style-type: none"> <li>• tapatoru</li> <li>• tapawhā rite</li> <li>• tapawhā hāngai</li> <li>• porowhita</li> <li>• pouaka</li> <li>• poi.</li> </ul> <p>Tuhi kōrero mō ngā āhuatanga ōritenga me ngā rerekētanga o ngā āhua huhua.</p> <p>Kei te whai māramatanga ki ngā kupu taunga māmā o ia rā:</p> <ul style="list-style-type: none"> <li>• tata</li> <li>• mua</li> <li>• muri</li> <li>• taha</li> <li>• taha mauī</li> <li>• taha matau</li> <li>• waenganui</li> <li>• pito</li> <li>• tua atu</li> <li>• tua mai</li> <li>• runga</li> <li>• raro</li> <li>• roto</li> <li>• waho</li> <li>• tuatahi</li> <li>• tuarua.</li> </ul> <p>Ngā kupu māmā mō te ahunga. ht:</p> <ul style="list-style-type: none"> <li>• mai</li> <li>• atu</li> <li>• ki runga/raro/tua</li> <li>• whakamua</li> <li>• whakamuri.</li> </ul>	<ul style="list-style-type: none"> <li>• taparau</li> <li>• matarau</li> <li>• rango</li> <li>• poro</li> <li>• koeko</li> <li>• poroheritema</li> <li>• porowhita haurua</li> <li>• tapaoono rite</li> <li>• taparima</li> <li>• poro-tapawhā hāngai</li> <li>• koeko tapawhā hāngai</li> <li>• poi haurua.</li> </ul> <p>Whai me te tuku tohutohu ki te tā i tētahi āhua.</p> <p>Ngā kupu ahunga:</p> <ul style="list-style-type: none"> <li>• whakatekaraka</li> <li>• kōaro</li> <li>• poutū</li> <li>• huapae</li> <li>• ahunga.</li> </ul>	<ul style="list-style-type: none"> <li>• hikuwaru</li> <li>• waerite</li> <li>• ōrite</li> <li>• koki</li> <li>• koki hāngai</li> <li>• hangarite</li> <li>• whakarara</li> <li>• hauroki</li> <li>• pūtahi</li> <li>• rārangi hāngai.</li> </ul> <p>E mōhio ana ki ngā tohu e whakaatu ana i te:</p> <ul style="list-style-type: none"> <li>• koki hāngai</li> <li>• tapa ōrite</li> <li>• koki ōrite</li> <li>• rārangi whakarara hoki.</li> </ul> <p>Mōhio ki te tikanga o te tapa koki.</p> <p>Whakamārama i ngā āhuatanga māmā o tētahi āhua, ki āna anō kupu.</p> <p>Ngā kupu nei e hāngai ana ki te tukutuku:</p> <ul style="list-style-type: none"> <li>• pou</li> <li>• kapa</li> <li>• huapae</li> <li>• poutū.</li> </ul> <p>Ngā kupu mō ngā ahunga matua e whā, me te tohu i ēnei ahunga ki te pepa:</p> <ul style="list-style-type: none"> <li>• raki</li> <li>• rāwhiti</li> <li>• tonga</li> <li>• uru.</li> </ul> <p>E mōhio ana ki ngā kupu nei e pā ana ki ngā panoni:</p> <ul style="list-style-type: none"> <li>• hangarite</li> <li>• rārangi hangarite</li> <li>• whakaatanga</li> <li>• rārangi whakaata</li> <li>• hurihanga</li> <li>• pū hurihanga</li> <li>• nekenga.</li> </ul>

**Tohu Ako: Tūārere 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Tauanga**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- mahi ngātahi ki te kaiako ki te tūhura e whai wāhi ana te wehewehe me te whakaatu raraunga whakarōpū ki te whakautu pātai tūhura. Ehara i te mea me whakamārama ngā mokopuna i ā rātou putanga.

**Ngā Tini Mata o te Mātauranga**

**Te Whakarite Rapanga**

6 Marama Kei te ako te mokopuna ki te;	Tau 1 Kei te ako te mokopuna ki te;	Tau 2 Kei te ako te mokopuna ki te;	Tau 3 Kei te ako te mokopuna ki te;
	<ul style="list-style-type: none"> <li>• mahi ngātahi ki te kaiako,               <ul style="list-style-type: none"> <li>- tuku pātai whakarāpopoto e pā ana ki tētahi rōpū mā te whakamahi raraunga whakarōpū hei whakarōpū tangata, taonga rānei: h.t., ngā tae o ngā whatu.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• mahi ngātahi ki te kaiako,               <ul style="list-style-type: none"> <li>- ui pātai whakarāpopoto e pā ana ki tētahi rōpū mā te whakamahi raraunga whakarōpū me te matapae: h.t. ko ēhea o ngā putanga he rite tonu?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• mahi ngātahi ki te kaiako,               <ul style="list-style-type: none"> <li>- whakapuaki pātai whakarāpopoto hei tūhura pūāhua o ia rā me te whakamahi raraunga whakarōpū, te raraunga motumotu (raraunga tau oti), te tautohu i te taurangi me te rōpū ka tūhuratia.</li> </ul> </li> </ul>

**Te Whakamahere me te Kohi Raraunga**

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
	<ul style="list-style-type: none"> <li>• mahi ngātahi ki te kaiako,               <ul style="list-style-type: none"> <li>- whakapuaki pātai whakarārapoto</li> <li>- kohi raraunga mā te tirotiro me te ui pātai.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• mahi ngātahi ki te kaiako,               <ul style="list-style-type: none"> <li>- whakapuaki pātai whakarārapoto</li> <li>- whakamahi tirohanga tauanga me ngā pātai kohi raraunga hei kohi raraunga</li> <li>- tautohu i ahu mai i a wai, i te aha rānei ngā inenga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• mahi ngātahi ki te kaiako,               <ul style="list-style-type: none"> <li>- whakapuaki pātai whakarāpopoto hei tūhura pūāhua o ia rā</li> <li>- whakamahi raraunga whakarōpū, te raraunga motumotu (raraunga tau oti)</li> <li>- tautohu i te taurangi me te rōpū ka tūhuratia.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• mahi tahi ki te kaiako ki te kohi raraunga whakarōpū.</li> </ul>	<ul style="list-style-type: none"> <li>• kohi raraunga whakarōpū mō ngā momo taurangirangi nui ake i te kotahi.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi raraunga kua kohia e ngā tāngata, ngā rōpū kē atu.</li> </ul>

**Te Tātari me Te Whakatau**

Kei te ako te mokopuna ki te;	Kei te ako te mokopuna ki te;	Kei te ako te mokopuna ki te;	Kei te ako te mokopuna ki te;
	<ul style="list-style-type: none"> <li>• waihanga me te whakaahua whakaahuhanga raraunga (h.t., kauwhata whakaahua, kauwhata ira) mō te raraunga whakarōpū, whakaatu i te maha o ia rōpū.</li> </ul>	<ul style="list-style-type: none"> <li>• waihanga me te whakaahua whakaahuhanga raraunga (h.t., kauwhata whakaahua, kauwhata ira).</li> <li>• whakatairite i te maha, me te whakaingoa hoki i ngā rōpū.</li> </ul>	<ul style="list-style-type: none"> <li>• waihanga me te whakaahua whakaahuhanga raraunga (kauwhata whakaahua, kauwhata ira, kauwhata pou).</li> </ul>
	<ul style="list-style-type: none"> <li>• mahi tahi ki te kaiako ki te whiriwhiri i ngā kīanga e whakautu ana i te pātai tūhura.</li> </ul>	<ul style="list-style-type: none"> <li>• mahi tahi ki te kaiako ki te whiriwhiri i ngā kīanga e whakautu ana i te pātai tūhura.</li> </ul>	<ul style="list-style-type: none"> <li>• mahi tahi ki te kaiako ki te whiriwhiri i ngā kīanga e whakautu ana i te pātai tūhura me te huritao i ngā kitenga.</li> </ul>

**Tohu Ako: Tūāreke 1: Tau 0–3  
Te Roanga o te Kōrero**

**Tauanga**

**Ngā Tini Mata o Te Reo o te Tauanga**

<b>6 Marama</b> E mōhio ana ki ngā kupu nei:	<b>Tau 1</b> E mōhio ana ki ngā kupu nei:	<b>Tau 2</b> E mōhio ana ki ngā kupu nei:	<b>Tau 3</b> E mōhio ana ki ngā kupu nei:
<ul style="list-style-type: none"> <li>- ka whakamārama i ngā rōpū</li> <li>- huinga.</li> </ul>	<ul style="list-style-type: none"> <li>• e mōhio ana ki te whakaatu raraunga ki te kauwhata whakaahua</li> <li>• e ako tonu ana ki ngā kupu tauanga nei:               <ul style="list-style-type: none"> <li>- raraunga</li> <li>- rōpū</li> <li>- kauwhata</li> <li>- tūtohi</li> <li>- whakaahuahanga raraunga</li> <li>- raraunga whakarōpū</li> <li>- pātai tūhura</li> <li>- kauwhata whakaahua</li> <li>- kauwhata ira.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• kauwhata</li> <li>• tūtohi</li> <li>• raraunga</li> <li>• taurangirangi</li> <li>• whakatairite auau</li> <li>• rōpū.</li> </ul>	<ul style="list-style-type: none"> <li>• ngā kupu mō te whakaatu raraunga ki te tūtohi māmā.</li> <li>• tatau</li> <li>• tūtohi tatau</li> <li>• kauwhata pou</li> <li>• kauwhata whakaahua</li> <li>• kauwhata ira</li> <li>• huritao</li> <li>• kitenga.</li> </ul>

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**Tohu Ako: Tūārere 1: Tau 0–3**  
**Te Roanga o te Kōrero**

**Tūponotanga**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- mahi tahi ki te kaiako ki te tūhura tauanga me te āhukahuka i tūponotanga o ngā pūāhua pāpono māmā
- whakapae pāpono mā te whakamahi i ōna ake kupu, ki te tautohu i ngā kīanga tika, kīanga hē rānei.

**Ngā Tini Mata o te Mātauranga**

**Te Tūhura Tūponotanga**

6 Marama Kei te ako te mokopuna ki te:	Tau 1 Kei te ako te mokopuna ki te:	Tau 2 Kei te ako te mokopuna ki te:	Tau 3 Kei te ako te mokopuna ki te:
		<ul style="list-style-type: none"> <li>• tūhura pūāhua māmā me ngā huānga tūponotanga, ki te āhukahuka i ngā āhuatanga ōrite, me te rerekē me te tūtohu i te rangirua</li> <li>• whai māramatanga ki ngā pūāhua o tētahi pāpono tūponotanga (h.t., pīrori i tētahi mataono)</li> <li>• whai māramatanga ki ngā putanga o tētahi pāpono tūponotanga. (h.t., mō te tūpono ka puta he 1, 2, 3, 4, 5, 6, mēnā rānei ka pīrori i te mataono)</li> <li>• whai māramatanga ki tētahi pāpono matapokere mēnā he putanga rangirua rānei</li> <li>• tātaki i tētahi whakamātau tūponotanga</li> <li>• whakaatu i te tūponotanga hei tauoti, hei hautanga, hei kupu rānei</li> <li>• mōhio ko te taurunga, te maha o ngā tūponotanga, ko te tauraro, te tatauranga katoa o ngā tūponotanga, ko te tohu hoki o tētahi pāpono (h.t., ki te pīrori i te 3 o te mataono. Ko te tūponotanga 1 pāpono o ngā pāpono e 6 ka puta mai te 3)</li> <li>• whakautu i ngā pātai ki te; 'āe', 'kāore e kore', tērā pea', 'kāo', 'e kore rawa', e ai ki te āhuatanga o ngā raraunga</li> <li>• whai māramatanga ki te pūtaka o ngā tapanga kei ngā whakaari raraunga me te whakarōpū tika i ngā raraunga.</li> </ul>	<ul style="list-style-type: none"> <li>• tūhura pūāhua māmā me ngā huānga tūponotanga, ki te āhukahuka i ngā āhuatanga ōrite, me te rerekē me te tūtohu i te rangirua</li> <li>• whai māramatanga ki ngā pūāhua o tētahi pāpono tūponotanga (h.t., pīrori i tētahi mataono)</li> <li>• whai māramatanga ki ngā putanga o tētahi pāpono tūponotanga. (h.t., mō te tūpono ka puta he 1, 2, 3, 4, 5, 6, mēnā rānei ka pīrori i te mataono)</li> <li>• whai māramatanga ki tētahi pāpono matapokere mēnā he putanga rangirua rānei</li> <li>• tātaki i tētahi whakamātau tūponotanga</li> <li>• whakaatu i te tūponotanga hei tauoti, hei hautanga, hei kupu rānei</li> <li>• mōhio ko te taurunga, te maha o ngā tūponotanga, ko te tauraro, te tatauranga katoa o ngā tūponotanga, ko te tohu hoki o tētahi pāpono. (h.t., ki te pīrori i te 3 o te mataono. Ko te tūponotanga 1 pāpono o ngā pāpono e 6 ka puta mai te 3)</li> <li>• whakautu i ngā pātai ki te; 'āe', 'kāore e kore', tērā pea', 'kāo', 'e kore rawa', e ai ki te āhuatanga o ngā raraunga</li> <li>• whai māramatanga ki te pūtaka o ngā tapanga kei ngā whakaari raraunga me te whakarōpū tika i ngā raraunga.</li> </ul>

**Tohu Ako: Tūāreere 1: Tau 0–3  
Te Roanga o te Kōrero**

**Tūponotanga**

**Ngā Tini Mata o te Mātauranga**

**Te Tūhura Tūponotanga**

6 Marama Kei te ako te mokopuna ki te:	Tau 1 Kei te ako te mokopuna ki te:	Tau 2 Kei te ako te mokopuna ki te:	Tau 3 Kei te ako te mokopuna ki te:
		<ul style="list-style-type: none"> <li>• Tomo ki ngā tūhura tūponotanga tākaro kēmu o ia rā mā te:               <ul style="list-style-type: none"> <li>- whakapae i ngā putanga</li> <li>- kohi me te tuhi i ngā raraunga</li> <li>- waihanga whakaahuahanga o te auau o ngā putanga, h.t., rārangi putanga, pikitia, tūtohi</li> <li>- whakaahua i ngā hua i puta</li> <li>- whakautu i ngā pātai tūhuratanga tūponotanga.</li> </ul> </li> <li>• aro ki ngā taurangirangi, h.t., aro ki te maha o ngā wā ka puta mai ia tau.</li> </ul>	<ul style="list-style-type: none"> <li>• Tomo ki ngā tūhura tūponotanga tākaro kēmu o ia rā mā te:               <ul style="list-style-type: none"> <li>- whakaneinei i ngā putanga</li> <li>- tautohu i ngā tūponotanga</li> <li>- ohi me te tuhi i ngā raraunga</li> <li>- waihanga whakaahuahanga o te auau o ngā putanga tūpono</li> <li>- whakaahua i ngā hua i puta</li> <li>- whakautu i ngā pātai tūhuratanga.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• whakawhanake i te reo tūponotanga e whai wāhi ai te whakaae me te whakahē.</li> </ul>	<ul style="list-style-type: none"> <li>• whakawhanake i te reo tūponotanga e whai wāhi ai ngā whakamāramatanga ka whakaahua i te putanga o te tūponotanga.</li> </ul>

**Ngā Tini Mata o Te Reo o te Tūponotanga**

E mōhio ana ki ngā kupu nei:	E mōhio ana ki ngā kupu nei:	E mōhio ana ki ngā kupu nei:	E mōhio ana ki ngā kupu nei:
		<ul style="list-style-type: none"> <li>• tūponotanga</li> <li>• tūtohi (tūponotanga māmā)</li> <li>• putanga</li> <li>• whakapae</li> <li>• whakamātau</li> <li>• tērā pea</li> <li>• kāore e kore</li> <li>• āe</li> <li>• e kore rawa</li> <li>• kāo</li> <li>• rangirua</li> <li>• whakaae</li> <li>• whakahē</li> <li>• mataono.</li> </ul>	<ul style="list-style-type: none"> <li>• āwhata</li> <li>• pāpono</li> <li>• whakaneinei.</li> </ul> <p>E mōhio ana ki te whakaatu i ngā putanga o tētahi whakamātau tūponotanga ki tētahi whakaari raraunga, pērā i te:</p> <ul style="list-style-type: none"> <li>• kauwhata pou</li> <li>• kauwhata ira</li> <li>• kauwhata whakaahua.</li> </ul>

# Hei Tautoko i Te Ako

## Tikanga Whakaako

### Kia taea ai te katoa te ako:

Me whai wāhi ngā mokopuna tau 0-8 katoa, ki te ako Pāngarau mō te kotahi hāora ia rā. Ka hua pea mai te kotahi hāora nei i ngā akoranga motuhake, i te kōtui kaupapa ako, ki ētahi atu wāhanga ako rānei o te marautanga.

### Te whakamahere me te whakaako mā te:

- whakarite wheako ki te whakaoti rapanga
- whakamahi pānga kupu (h.t., ngā kupu e mōhiotia ana, ngā huatau pāngarau kua ākona kētia, ngā hoahoa me ngā rauemi)
- urutau mahi (h.t., tīmata ki ngā tau e mōhiotia ana, nāwai rā, ka whanake ake)
- tuku pātai hei ārahi i ō rātou whakaaro me te whakatītina i ngā hononga
- whakawhāiti i te mātauranga kia iti iho ngā wāhanga hei ako
- whakatakoto whakaaro mā te whakamahi whakaaturanga me ngā rauemi
- āta ako horipū, whakatauirā, ka whakaū ai
- whakarerekē i te horopaki ki tētahi e mōhiotia ana e ngā mokopuna.

### Te tautoko ākongā ki ngā tīrewa:

- whakarite akoranga kiritahi o ngā rautaki whāiti e whanake ai te mokopuna
- te whakapātaritari me te tuku pātai ki te whakahono i te mokopuna ki ngā akoranga o mua
- te ui atu ki te mokopuna ki te pānui anō me te whakapuaki anō i te rapanga ki ā rātou ake kupu
- ako ki te aroturuki i āna mahi, ka tuku pātai e whai māramatanga ai ia
- te whakamahi whakaaturanga me ngā rauemi hei honohono ki ngā huatau pāngarau (h.t., te whakamahi poro, ngā porotiti me ngā anga tekau)
- te whakamātau whakaahuatanga anō mei kore tētahi e tau ki te mokopuna
- te whakatītina i te mokopuna ki te mahi ā-tinana (h.t., te hikoi ki runga i tētahi rārangi tau)
- te akiaki i te mokopuna ki te tuhi pikitia o te whakaaro, o te rapanga pāngarau rānei
- te akiaki i te mokopuna ki te ako hautau hou mā te whakamahi i āna mōhiotanga ki ngā huatau kua akona kētia
- te āwhina i te mokopuna ki te whai hononga ki ngā kupu e mōhiotia ana mā te whakatairanga me te whakapiri ki te pātū o te wāhi ako
- te ako ngātahi, te ako arahanga rānei ki te whai hātepe mō te whakaoti mahi.

### Te whakarōpū mokopuna:

- me whakamahi i te rautaki whakarōpū mokopuna i runga anō i te kaupapa o te akoranga pāngarau, o te hiahia ako hoki kua e mau roa i ngā ākongā ki aua rōpū
- ka taea te whakarōpū mokopuna ki ngā whakaritenga rerekē i te akoranga kotahi (h.t., ka mahi tahi te katoa i te tuatahi, ka wehe ai ki ngā rōpū rerekē hei tūhura pūāhua pāngarau).

### Ngā rautaki whakaako: He tauira noa

<p><b>Whakarite wā kia taea ai e ngā ākongā te whakahāngai mātauranga pāngarau</b></p>	<ul style="list-style-type: none"> <li>• Ka ako ngā mokopuna mā te mahi, te kōrero, te tuhi me te waihanga.</li> <li>• Me whakamahere he wā mō nga mokopuna ki te whakaū i ngā mea i ākona e rātou mā te mahi anō i te tukanga, te mahi rānei i whakaatuhia e te kaiako, ka neke ai i ngā pūāhua e mōhiotia ki ngā pūāhua hou.</li> <li>• Kia kaha ki te whakarite akoranga kia taea ai e te mokopuna te whakaoti rapanga mā te whakamahi tikanga whakaaroaro.</li> <li>• Me whakatauirā ngā rapanga mā te whakamahi rauemi, e hono ana ki ngā whakaahuhanga. Tautokohia ngā mokopuna ki te whakaoti rapanga mā te tautohu i ngā kupu matua, i ngā tūmahi me ngā paheko.</li> <li>• Me whakarite tūmahi mō ngā horopaki e mōhiotia ana e te mokopuna; ht, Tekau mā rua tamariki, he ngeru ā rātou. Tokowhitu tamariki, he kurī ā rātou. E hia katoa ngā mōkai?</li> </ul>
<p><b>Whakaakohia, tonohia ngā mokopuna ki te pupuri i ngā tūnaki ā rātou akoranga</b></p>	<ul style="list-style-type: none"> <li>• Tautokona ngā mokopuna ki te tuhi, te arotake, te hono, me te whakahiato whakaaro e tika ana.</li> <li>• Ka ui atu ki ngā mokopuna ki te whakaputa i ō rātou whakakaaro mā te whakamārama, te whakaahua, ā-kupu, ā-tohu, ā-pikitia, ā-tauira me ā rātou mahinga rānei.</li> <li>• Whakamaherehia ngā wā maha i te wiki mō ia mokopuna ki te ako te reo pāngarau mā te waihanga whakaaturanga tūtohi, he tūtohi taunga, te whakaingoa me te tuhi ki roto i ā rātou pukapuka, rorohiko, pūrere matihiko.</li> <li>• Tautokona ngā mokopuna ki te whakarite i ō rātou whakaaro. Ka taea e ngā mokopuna te tuhi kupu, te whakaoti rapanga, te whakarāpopototanga me te huritao mō ō rātou akoranga pāngarau, tēnā pea hei kupu, hei tohu pāngarau me te whānuitanga o ngā whakaaturanga.</li> <li>• Tautokona ngā mokopuna mā te rautaki ako “Whakapuaki Whakaaro” ki te whakaahua tau, āhua rānei ki te hanga, ki te tā rānei ā rātou urupare. Hei tauira. E whakaaro ana ahau ki tētahi āhua ahu-2, e whā ōna tapa, e rua o aua tapa he poto, e rua he roa. Tāngia, whakaingoa hoki ngā wāhanga e ai ki tāu e whakaaro ana.</li> </ul>

Tūārere 1  
Tau 1-3

Tūārere 2  
Tau 4-6

Tūārere 3  
Tau 7-8

Tūārere 4  
Tau 9-10

Tūārere 5  
Tau 11-13



# Tūārere 2 Tau 4-6



Whenu			
HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
Toi Mokopuna			
He tāwariwari, he aro, he pākiki, he mahi ngātahi, he auaha, he huritao, he kaitūhura whakaata hoki te mokopuna, e ako ana ki te whakamahi tikanga pāngarau me te whakaoti rapanga mō te kura, te whānau, te hapū me te iwi, ā, mō rātou anō te take.	He koi te hinengaro o te mokopuna, rite ana ki ōna mātua tipuna. Ko ngā whakaaro me te whakamahi pāngarau he mea tuku iho ki a ia, ā, ka tukuna ki ētahi atu.	He māia, he pūkōrero hoki te mokopuna ki te whakamārama me te whakaputa i ōna whakaaroaro me āna tukanga pāngarau ki te reo pāngarau. E ngākaunui ana ia ki te pāngarau me te motuhaketanga o taua reo.	He manawanui, he huritao, he aroturuki te mokopuna ki te panoni i ōna whakaaro me āna mahi, ā, ka tautohu tauira, hononga hoki hei hanga pāngarau me tōna anō ao.
Tohu Ako: Tūāreere 2: Tau 4-6			
Whāinga			
Ka aro te ako a te mokopuna te taki tūhuratanga pāngarau e hāngai ana ki tōna ao, ka ako rautaki ai hei whakamahinga mōna ki tōna ia ra.	Ka aro te ako a te mokopuna te whakamahi pāngarau hei taunaki ki te whakaoti rapanga pūāhua o tōna ao hoki.	Ka aro te ako a te mokopuna te whai māramatanga me te whakamahi i te huhua o ngā kīanga me ngā huatau pāngarau ki te tuku pūrongo mō āna kitenga.	Ka aro te ako a te mokopuna te whai mārama, te waihangā, me te whakamārama i ngā pānga, ngā tauira, ngā whakatauirā, me ngā whakaahuahanga e hāngai pū ana ki ngā tukanga me ngā mātauranga pāngarau.

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Tūāreere 2: Tau 4–6</b>			
<b>Kia Mataara</b>			
<p><b>Hei te mutunga o te tau 4 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakamahi i te mātauranga Māori hei tūāpapa tūhura i ngā toi Māori, ka tiro pāngarau atu ai ki ngā āhua, ki te whakaatatanga, ki te hurihanga me te panonitanga hoki.</li> </ul>	<p><b>Hei te mutunga o te tau 4 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakamahi pāngarau ki te whakaoti rapanga e whai pānga ana ki tōna ao, ki tōna kāinga, ki tōna hapori.</li> </ul>	<p><b>Hei te mutunga o te tau 4 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakamahi i te reo pāngarau ki te matapaki i āna mahi</li> <li>whakamārama i āna rautaki whakaoti meka tāpiri, meka tango, me te whakamārama i te hononga o te whakarea me te whakawehe</li> <li>matapaki i te tikanga o tētahi rerenga tau.</li> </ul>	<p><b>Hei te mutunga o te tau 4 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>pānui, te tuhi, te whakaraupapa, te wāwāhi, me te whakarōpū i ngā tauoti ki te 10,000</li> <li>whakaoti i ngā rapanga tāpiri, rapanga tango mati-2, mati-3 hoki, mā te whakamahi i ngā rautaki wāwāhi tau</li> <li>whakautu i ngā meka whakarea me ngā meka whakawehe 3 me te 4</li> <li>whakamahi i ngā meka tāpiri me ngā meka tango ki te whakaoti rapanga</li> <li>whakamahi i te hononga o ngā whakarea me ngā whakawehe ki te whakaoti rapanga whakawehe</li> <li>whakaahua i ngā hautau, me te whai wāhi mai o ngā hautau nui ake i te kotahi, kei te rārangi tau</li> <li>whakaoti rapanga tāpiri, rapanga tango mā te mōhio ki te pānga o te tohu ōrite</li> <li>whakaahua ā-hinengaro, te whakapae, te tautohu hoki i te whakaatatanga o te āhua, i te hurihanga o te āhua me te panonitanga o te āhua ahu-2.</li> </ul>
<p><b>Hei te mutunga o te tau 5 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakataurite hautau, ka whakaraupapa ai mā te tūhura i te tikanga o te hautau</li> <li>whakahuri i ngā hautau, i ngā tau ā-ira me ngā ōrau: h.t., <math>\frac{1}{2} = 50\% = 0.5</math></li> <li>whakaahua ā-hinengaro me te tā raumata mō tētahi mataono</li> <li>whai māramatanga i te take mō ngā raraunga whai tikanga, ki ngā raraunga whai take e whakautu pātai tūhura ai.</li> </ul>	<p><b>Hei te mutunga o te tau 5 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakamārama he aha pea e rerekē ai ngā raraunga i ētahi horopaki</li> <li>whakatakoto pātai e hāngai pū ana, e whai take ana ki tana kohinga raraunga ka hua mai i tōna ao, tōna whānau, me tōna hapori anō hoki</li> <li>tū hei kaitūhura mākohā.</li> </ul>	<p><b>Hei te mutunga o te tau 5 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakawhitiwhiti whakaaro mō ngā hoahoa rerekē, ka matapaki ai i te hoahoa tika</li> <li>whakawhiti whakaaro me te matapaki he aha pea e rerekē ai ngā raraunga i tētahi horopaki, ka whakatauirā ai hei tautoko i ngā whakaaro.</li> </ul>	<p><b>Hei te mutunga o te tau 5 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>pānui, te tuhi, te whakaraupapa, te wāwāhi, me te whakarōpū i ngā tauoti ki te 100,000</li> <li>whakaoti i ngā rapanga tāpiri, rapanga tango tauoti, mā te whakamahi i ngā rautaki wāwāhi tau</li> <li>whakaoti rapanga whakarea mati-2 mā te āhuatanga tohatoha</li> <li>whakaputa maharatanga i ngā meka whakarea me ngā meka whakawehe, 6, 8, 9</li> <li>whakaoti whārite mō ngā pāheko katoa mā te whakamahi i te hononga o ngā taha e rua o te tohu ōrite.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Tūārere 2: Tau 4-6</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā te Kaiako</b>			
<p><b>Tau 4</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>whai wāhi ki ngā ngohe huhua e mārama ai te mokopuna ki te tikanga o te tohu ōrite</li> <li>whakamahi rauemi, pikitia, kōrero paki hoki e mārama ai te mokopuna ki te pūtake o ia wāhanga o te hautau</li> <li>whakamahi rauemi, pikitia, kōrero paki hoki e mārama ai te mokopuna ki te hononga o te hautau, te tau ā-ira me te ōrau</li> <li>tūhura i ngā tini āhua ahu-3 me ōna rau mata</li> <li>whai wheako hei kaitātari.</li> </ul>	<p><b>Tau 4</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>whakahono i ngā whakaaroaro pāngarau ki ō rātou ao o ia rā</li> <li>whai hononga ki roto i ngā huatau me ngā ariā pāngarau, hei tauira, i ngā inenga ka whakamahi tau.</li> </ul>	<p><b>Tau 4</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>matapaki, kia tā, kia hanga, kia whakatauirā hoki i te hanganga o ngā tauoti</li> <li>matapaki, kia tā, kia hanga, kia whakatauirā hoki i te hanganga o ngā hautau, ngā tau ā-ira me ngā ōrau.</li> </ul>	<p><b>Tau 4</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>whai māramatanga ki te pūnaha uara tū me te whakarōpū i ngā tau: h.t., tau kiato, tau roha</li> <li>whai māramatanga ki tēnei mea te whakarea, tōna pūtake me tana mahi (whakamahi tauira, hoahoa, rauemi hoki).</li> </ul>
<p><b>Tau 5</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>whakamahi tika i te tohu ōrite i āna tūhuratanga</li> <li>whai māramatanga ki te tikanga o ia wāhanga o te hautau e pai ai tā rātou whakamahi mō ngā mahi tūhura.</li> </ul>	<p><b>Tau 5</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>kite mēnā rānei e whai pānga ana te pāngarau ki tō rātou ao</li> <li>whai wāhi atu ki te whakamahi pāngarau e taunga ana ki ngā tikanga Māori.</li> </ul>	<p><b>Tau 5</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>mōhio ki te tuku pātai pāngarau e whai hua ana</li> <li>matapaki i ngā tāiringa pāngarau hei whakawhānui ake i ngā whakaaro mō tētahi pūāhua.</li> </ul>	<p><b>Tau 5</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>tū hei mokopuna whakaaroaro whakarea.</li> </ul>
<p><b>Tau 6</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>tūhura i ētahi kaupapa pāngarau, kaupapa hapori whai tikanga rānei e whai hua ai mōna, mō tōna whānau me tōna kura.</li> </ul>	<p><b>Tau 6</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>kōtūi i ngā ariā o ētahi atu wāhanga ako, ngā horopaki ahurea, ngā mātauranga wetereo, me ngā horopaki hītori hoki.</li> </ul>	<p><b>Tau 6</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>matapaki i ngā whakataunga whānui mō ngā ariā pāngarau me ngā pānga i whai wāhi ai rātou ki te whakatau tata, ki te whakatau hāpono hoki.</li> </ul>	<p><b>Tau 6</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>āhukahuka ko te whakarea te pāheko ki te kimi i te horahanga me te rōrahi o tētahi āhua.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
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**Tohu Ako: Tūāreere 2: Tau 4–6**

**Te Ngako o te Whāinga**

**Mā te Mokopuna**

<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>whakamahi tika i te tohu ōrite i āna tūhuratanga</li> <li>tikanga o ia wāhanga o te hautau e pai ai tāku whakamahi mō ngā mahi tūhura</li> <li>tūhura i ētahi kaupapa pāngarau, kaupapa hapori whai tikanga rānei e hua ai mōku, mō tōku whānau me tōku kura.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>kite mēnā e whai pānga ana te pāngarau ki tōku anō ao</li> <li>whakamahi pāngarau e taunga ana ki ngā tikanga Māori</li> <li>kōtui i ngā ariā pāngarau ki ngā wāhanga ako, ngā horopaki ahurea, ngā mātauranga wetereo, me ngā horopaki hītori hoki.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>tuku pātai pāngarau e whai hua ai</li> <li>matapaki i ngā tāiringa pāngarau hei whakawhānui ake i ngā whakaaro mō tētahi pūhua</li> <li>matapaki i ngā whakataunga whānui mō ngā ariā pāngarau me ngā pānga i whai wāhi ai au ki te whakatau tata, ki te whakatau hāpono hoki.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>whakaaroaro whakarea</li> <li>mōhio ko te whakarea te pāheko ki te kimi i te horahanga o tētahi āhua.</li> </ul>
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**Te Roanga o te Kōrero**

<p><b>Te Āhua o te Mokopuna</b> Ka mahi ngātahi te kaiako me te mokopuna ki te tuku pātai mō ngā wheako o ia rā me ngā wheako pāngarau, kia kounga ai ngā pātai.</p> <p>Ka mahi ngātahi te mokopuna me ōna hoa ako ki te kaiako, ki te whakamahere tūhuratanga pāngarau, i tōna whanake me ngā wheako huhua ka ako takitahi ai te mokopuna.</p> <p>Ka manawanui te mokopuna, ka ngana hoki ki te whakatutuki i āna mahi. E mōhio ana ia, he akoranga kei roto i ana hapa. Pai noa ana tana tīmata anō, pai noa ana hoki tana panoni i āna tūhuratanga mēnā rānei he take kia panoni.</p> <p>Ka mahi ngātahi, ka mahi takitahi hoki te mokopuna, me tāna mōhio ki te whakawhiti whakaaro. He mōhio hoki nōnā, ko te whakamahi i ngā kohinga kōrero hei tikanga mahi ā-hapori pāngarau.</p>	<p><b>Te Āhua o te Mokopuna</b> Ka toro atu te mokopuna ki ngā tini āheinga e kite ai rātou i te whakamahinga o te pāngarau i tōnā anō ao o ia rā.</p> <p>Ka whakamārama te mokopuna i ngā ōritenga me ngā rerekētanga o te ao Māori i me te ao pāngarau, ā, ka mahea tāna whakamahi i ngā ao e rua, kāore e rangirua ana.</p> <p>Ka āhukahuka te mokopuna i te whaitake o te pāngarau ki tōna ao, me ōna hiahia mō tōna anō anamata.</p>	<p><b>Te Āhua o te Mokopuna</b> E ngākaunui ana te mokopuna ki te whakaputa huatau pāngarau me tōna whakawhanake i ōna mōhio ki te whakaputa kōrero mō ngā ariā pāngarau e whai wāhi ana ngā tauira, ngā kupu me ngā tohu whakaahuhanga.</p> <p>Nā te tūmomo tūhuratanga e marutūna ake ai tō rātou whakaputa kōrero mō ngā huatau pāngarau. Ka whakamahi rauemi, tauira, whakaahuhanga, me ngā pikitia ki te whakapūaki i ā rātou whakaaro pāngarau.</p> <p>Mā te reo matatini o te pāngarau e āhei ai te mokopuna ki te whakamārama āhuatanga, pāpono, me ngā rapanga e ngana ana ki te whakaoti. I te whakatauiratanga o ngā reo matatini o te pāngarau, ka tipu ake te puna o te reo pāngarau, ngā tauira, ngā whakaahuhanga, ngā ariā me ngā whakamāramatanga a te mokopuna.</p>	<p><b>Te Āhua o te Mokopuna</b> E whai māramatanga ana te mokopuna ki ngā huatau pāngarau ki tō rātou ia te rā, ā, e whai hua ana te pāngarau ki te rātou.</p>
<p><b>Ngā tini mata o te tuakiri</b> Ka whai whakaaro te mokopuna ki ngā āhuatanga mahi a ētahi atu, ngā uinga a ētahi atu me te whai hononga i waenga i a rātou anō, i a rātou e mahi ngātahi ana, e mahi takitahi ana hoki. He auaha te mokopuna pāngarau.</p>	<p><b>Ngā tini mata o te tuakiri</b> E mārama ana te mokopuna he reo anō, he tikanga anō tō te ahurea pāngarau e rerekē ana i ō rātou anō ahurea. E ngana ana te mokopuna ki te whakamahi tika i ngā pūkenga whakaaroaro o ngā pūnaha e rua.</p>	<p><b>Ngā tini mata o te tuakiri</b> E māia ana te mokopuna ki te whakaputa i ōna whakaaroaro me āna kitenga pāngarau i ngā pūhūa huhua.</p>	<p><b>Ngā tini mata o te tuakiri</b> Ka taea e te mokopuna te whai pānga ki te pāngarau me tō rātou mōhio ki te whakamahi ki roto i tōna anō ao.</p>

## Tohu Ako: Tūārere 2: Tau 4-6 Te Roanga o te Kōrero

### Tau

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakaoti rapanga tāpiri, rapanga tango mā te whakamahi i ngā rautaki wāwāhi tau
- whakaoti rapanga whakarea, rapanga whakawehe tau mati-2, mati-3 hoki mā te whakamahi rautaki wāwāhi tau
- whiriwhiri i te hautau waetahi o tētahi huinga, ō tētahi āhua mā te toharite.

##### Ko ngā rautaki matua mā te mokopuna:

- whakamahi i ngā meka mōhio me ngā rautaki ā-hinengaro ki te whakaoti rapanga mati-1
- whakamahi i ngā meka e mōhio ana hei whakaoti rapanga whakarea māmā me ngā rapanga hautanga māmā
- whakaoti rapanga tāpiri, rapanga tango mā te whakamahi i ngā rautaki; rearua, huri hei tau māmā, wāwāhi uara tū, tau māmā me te tikanga paremata, tāpiritanga ōrite, paheko kōaro
- whakaoti rapanga whakarea, rapanga whakawehe mā te whakamahi i ngā rautaki; tāpiri tāruarua, te wāwāhi uara tū, te tau māmā me te tikanga paremata me te rearua haurua
- kimi hautanga o tētahi rahinga mā te tohatoha.

#### Ngā Tini Mata o te Mātauranga

##### Te Hanga o Ngā Tau

Tau 4 Kei te ako te mokopuna ki te:	Tau 5 Kei te ako te mokopuna ki te:	Tau 6 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tatau whakamua, whakamuri ki te 1,000</li> <li>• tautohu, te pānuī, te tuhi, te whakatairite me te whakaraupapa tau ki te 10,000</li> <li>• taurea o te 25, te 50 me te 100.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te panui, te tuhi, te whakatairite me te whakaraupapa i ngā tau ki te 100,000.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te panui, te tuhi, te whakatairite me te whakaraupapa i ngā tau ki te 1,000,000.</li> </ul>

##### Te Whakarōpu/Te Uara Tū

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tautohu i te tikanga o ngā mati i te uara tū o ngā tau ki te 10,000.</li> </ul>	<ul style="list-style-type: none"> <li>• āhukahuka i te tikanga o ngā mati i te uara tū o ngā tau ki te 100,000.</li> </ul>	<ul style="list-style-type: none"> <li>• āhukahuka i te tikanga o ngā mati i te uara tū o ngā tau ki te 1,000,000.</li> </ul>
<ul style="list-style-type: none"> <li>• whakaputa i te maha o ngā 10, o ngā 100, o ngā 1,000 kei roto i tētahi tau mati-4.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaputa i te maha o ngā 10, o ngā 100, o ngā 1,000, o ngā 10,000 kei roto i tētahi tau mati-5.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaputa i te maha o ngā 10, o ngā 100, o ngā 1,000, o ngā 10,000 kei roto i tētahi tau mati-6.</li> </ul>

##### Ngā Meka Matua

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakaputa maharatanga meka whakarea, meka whakawehe 4, 6, 9, me ngā 10</li> <li>• whakarea ki te 10, ki te 100, ki te 1,000: h.t., <math>10 \times 100 = 1,000</math> <math>32 \times 100 = 3,200</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaputa maharatanga meka whakarea, i ngā meka whakawehe ki te <math>10 \times 10</math></li> <li>• whakaputa maharatanga ki ture whakawehe mō ngā whakarea 2, 3, 5, 9 me ngā 10.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaputa maharatanga meka whakarea, i ngā meka whakawehe ki te <math>10 \times 10</math>.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Tau**

**Ngā Paheko**

<b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>whakamahi whakaāwhiwhi me te whakatau tata</li> <li>whakaāwhiwhi tauoti ki te 10, 100 me te 1000 pātata</li> <li>whakaāwhiwhi i ngā hautekau ki te tauoti pātata.</li> </ul>	<ul style="list-style-type: none"> <li>whakamahi whakaāwhiwhi me te whakatau tata</li> <li>whakaāwhiwhi tau oti ki te pū 10 e pātata: h.t., whakaāwhiwhi 4560 ki te pū 10 pūrua (arā x 100) ka 4600</li> <li>whakaāwhiwhi i ngā hautekau me ngā haurau ki te tauoti pātata.</li> </ul>	<ul style="list-style-type: none"> <li>whakamahi whakaāwhiwhi me te whakatau tata</li> <li>whakaāwhiwhi tau oti ki te pū 10 e pātata ana</li> <li>whakaāwhiwhi ki te tauoti pātata, ki te tau-a-ira kotahi mati whai ira.</li> </ul>
<ul style="list-style-type: none"> <li>tāpiri me te tango tau mati-2, tau mati-3 hoki.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri me te tango tau ki te 10,000.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri me te tango tauoti.</li> </ul>
<ul style="list-style-type: none"> <li>whakarea tau mati-1, mati-2 ki te tau matitahi: h.t., 5 x 46, 8 x 7.</li> </ul>	<ul style="list-style-type: none"> <li>whakarea tau mati-3 ki ngā tau mati-1 tau mati-2 hoki: h.t., 6 x 248, 37 x 84.</li> </ul>	<ul style="list-style-type: none"> <li>whakarea tauoti matimaha: h.t., 54 x 112.</li> </ul>
<ul style="list-style-type: none"> <li>whakawehe tauoti ki ngā tau mati-1 kāore he toenga: h.t., 65 ÷ 5.</li> </ul>	<ul style="list-style-type: none"> <li>whakawehe tauoti ki ngā tau mati-1 kia whiwhi toenga: h.t., 22 ÷ 5 = 4 toenga 2.</li> </ul>	<ul style="list-style-type: none"> <li>whakawehe tauoti ki ngā tau mati-1, kia whiwhi toenga: h.t., 35 ÷ 6, 4154 ÷ 8.</li> </ul>

**Ngā Tau Whakahau**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>āhukahuka te pānui, te tuhi me te waihanga hautekau hei hautau, hei hautanga ā-ira hoki.</li> </ul>	<ul style="list-style-type: none"> <li>āhukahuka te pānui, te tuhi me te waihanga i ngā hautekau, i ngā haurau hei hautau, hei hautanga ā-ira hoki.</li> </ul>	<ul style="list-style-type: none"> <li>āhukahuka te pānui, te tuhi me te waihanga hautau, hautanga ā-mati (kia rua mati ā-ira), ōrau hoki.</li> </ul>
<ul style="list-style-type: none"> <li>whakatairite me te whakaraupapa i ngā hautau hautekau, i ngā hautanga ā-ira hautekau hoki.</li> <li>huri i te hautanga ā-ira hei hautau.</li> </ul>	<ul style="list-style-type: none"> <li>whakatairite me te whakaraupapa i ngā hautau hautekau, i ngā hautau haurau, i ngā hautanga ā-ira hautekau, i ngā hautanga ā-ira haurau hoki</li> <li>huri i te hautanga ā-ira hei hautau.</li> </ul>	<ul style="list-style-type: none"> <li>whakatairite me te raupapa i ngā hautau, hautanga ā-mati (kia rua mati ā-ira), ōrau hoki</li> <li>huri i te hautanga ā-ira, te ōrau hoki hei hautau.</li> </ul>
<ul style="list-style-type: none"> <li>waihanga hautanga ā-ira mā te whakawehe i ngā tauoti 0-9, ki te 10.</li> </ul>	<ul style="list-style-type: none"> <li>waihanga hautanga ā-ira, tauoti hoki mā te whakawehe ki te 10, ki te 100 rānei.</li> </ul>	<ul style="list-style-type: none"> <li>waihanga hautanga ā-ira, tauoti hoki mā te whakarea, mā te whakawehe hoki ki te 10, ki te 100 rānei.</li> </ul>
<ul style="list-style-type: none"> <li>whiriwhiri i te hautau waetahi o tētahi rahinga mā te toharite.</li> </ul>	<ul style="list-style-type: none"> <li>whiriwhiri i te hautau waetahi o tētahi rahinga mā te whakamahi whakareatanga.</li> </ul>	<ul style="list-style-type: none"> <li>whiriwhiri i te hautau, i te ōrau hoki o tētahi rahinga: h.t., 30% o te 50, <math>\frac{3}{5}</math> o te 48.</li> </ul>
<ul style="list-style-type: none"> <li>tāpiri, ki te tango rānei i ngā hautau, e ōrite ana ngā tauraro, kia 1 te otinga: h.t., <math>\frac{3}{8} + \frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{3}{2} = 1</math>.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri, ki te tango rānei i ngā hautau, e ōrite ana ngā tauraro.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri, ki te tango rānei i ngā hautau, e ōrite ana, e whai pānga rānei ngā tauraro: h.t., <math>\frac{1}{4} + \frac{1}{8}</math>.</li> </ul>
<ul style="list-style-type: none"> <li>tāpiri me te tango tau ā-ira, kia kotahi te mati ā-ira.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri me te tango tau ā-ira, kia rua ngā mati ā-ira.</li> </ul>	<ul style="list-style-type: none"> <li>tāpiri me te tango tau oti me ngā tau-a-ira kia rua mati ā-ira.</li> </ul>
<ul style="list-style-type: none"> <li>tautohu, ki te whakatairite, ki te whakaraupapa hoki i ngā hautau ōrite me ngā tauraro 2, 4 me te 8; 3 me te 6; 5 me te 10.</li> </ul>	<ul style="list-style-type: none"> <li>tautohu, ki te whakatairite ki te whakaraupapa hoki i ngā hautau me ngā tauraro 2, 3, 4, 5, 6, 8, 10, 12, 100</li> <li>tautohu i ngā hautau e whai pānga ana tētahi ki tētahi</li> <li>whakarūnā hautau.</li> </ul>	<ul style="list-style-type: none"> <li>tautohu, ki te whakatairite ki te whakaraupapa hoki i ngā hautau me ngā tauraro 2, 3, 4, 5, 6, 8, 10, 12, 100</li> <li>tautohu i ngā hautau e whai pānga ana tētahi ki tētahi</li> <li>whakaruna hautau.</li> </ul>
<ul style="list-style-type: none"> <li>huri i ngā hautau hanumi me ngā tau hanumi, mō ngā tauraro pātahi 2, 3, 4, 5, 6, me te 10.</li> </ul>	<ul style="list-style-type: none"> <li>huri i ngā hautau nui ake i te kotahi hei tau hanumi, mō ngā hautau, me ngā tauraro pātahi ki te 10.</li> </ul>	<ul style="list-style-type: none"> <li>huri i ngā hautau nui ake i te kotahi hei tau hanumi.</li> </ul>
<ul style="list-style-type: none"> <li>kimi i te hautanga o tētahi tauoti, he tauoti te whakautu mā te whakamahi i ngā meka whakarea, me ngā meka whakawehe: h.t., <math>\frac{1}{4}</math> of 40.</li> </ul>	<ul style="list-style-type: none"> <li>kimi i te hautanga o tētahi tauoti, he tauoti te whakautu, mā te whakamahi i ngā meka whakarea, me ngā meka whakawehe: h.t., <math>\frac{2}{3}</math> of 24.</li> </ul>	<ul style="list-style-type: none"> <li>kimi i te hautanga, i te ōrau rānei o tētahi tauoti, he tauoti te whakautu: h.t., 30% of \$150.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Tau**

**Mātau Ahumoni**

<b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• whakatau tata me te tātai i te tapeke utu me ngā wāwāhinga moni.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata i te utu, i te wāwāhinga moni hoki, ki te tāra pātata, ki te 10 tāra pātata rānei.</li> </ul>	<ul style="list-style-type: none"> <li>• tātai i te hekenga ōrau, o te 10%, o te 25%, o te 50% rānei, o tētahi rahinga tāra: h.t., 10% o \$180.</li> </ul>

**Ngā Tini Mata o Te Reo o Tau**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>• whakatau tata</li> <li>• whakaāwhiwhi</li> <li>• tapeke</li> <li>• hautanga nui atu i te kotahi</li> <li>• tau whakarūnā</li> <li>• hautanga</li> <li>• hautanga ā-ira.</li> </ul>	<ul style="list-style-type: none"> <li>• ōrau</li> <li>• hautekau</li> <li>• haurau</li> <li>• haumano</li> <li>• tauwehe pātahi</li> <li>• taurea pātahi</li> <li>• tau pūrua</li> <li>• wāwāhinga moni.</li> </ul>	<ul style="list-style-type: none"> <li>• ekenga ōrau</li> <li>• tau hanumi</li> <li>• tau mā mā</li> <li>• tāpiri ōrite</li> <li>• paheko kōaro</li> <li>• taupū</li> <li>• tau pūrua.</li> </ul>

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**Tohu Ako: Tūārere 2: Tau 4–6**  
**Te Roanga o te Kōrero**

**Taurangi**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- whakoti rapanga mā te whakamahi i te tāpiri tāruarua ki te rapu hoki i ngā wahanga o tētahi taurira
- ko te ture nō tētahi taurira e whakamahia ana ki te whakaoti rapanga.

**Ngā Tini Mata o te Mātauranga**

<b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• whakaahua, te waihanga me te whakapae taurira raupapa, taurira tau hoki mā te whakamahi rautaki e whai wāhi mai ana te taurangi, te tāpiri tāruarua, te tangohanga me te whakarea māmā.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua, te waihanga, te mahi tonu, me te whakapae taurira raupapa, taurira tau hoki mā te whakamahi i ngā ture e tika ana, e wāhi mai ai te taurangi, te tāpiri tāruarua, te tangohanga me te whakarea māmā</li> <li>• whakamahi hoahoa, tūtohi, kauwhata me ngā whārite ki te whakaoti rapanga pānga rārangi.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi tūtohi, kauwhata XY, me ngā hoahoa hei tautohu pānga rārangi</li> <li>• whakarite i tētahi ture a-kupu hei tautuhi i te pāpātanga o te whiti o ngā huānga, ngā taurangi rānei o tētahi taurira, whakamahia taua ture ki te whakamahi matapae.</li> </ul>
<ul style="list-style-type: none"> <li>• tūhura i ngā āhuatanga herekore tāpiri me ngā āhuatanga herekore whakarea.</li> </ul>	<ul style="list-style-type: none"> <li>• tūhura he aha i kore ai te āhuatanga herekore me te āhuatanga kōaro e tika ana mō ngā tangohanga me ngā whakawehenga.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi i ngā āhuatanga kōaro, āhuatanga herekore hoki mō ngā pāheko e tika ana.</li> </ul>
<ul style="list-style-type: none"> <li>• whakaoti rapanga whakarea, rapanga whakawehe mā te whakamahi i te pāheko kōaro.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaoti rapanga whakarea, rapanga whakawehe mā te whakamahi i te pāheko kōaro.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaoti rapanga whakarea, rapanga whakawehe mā te whakamahi i te pāheko kōaro.</li> </ul>
<ul style="list-style-type: none"> <li>• tūhura i ngā āhuatanga tohatoha o te whakarea i ngā tauhono, hei taurira, kimihia te: <math>7 \times 8</math> ki te <math>7 \times (5 + 3) = (7 \times 5) + (7 \times 3)</math> (whakaoti rapanga whakarea mā te wāwāhi tauwehe).</li> </ul>	<ul style="list-style-type: none"> <li>• tūhura i ngā āhuatanga tohatoha o te whakarea i ngā tauhono me ngā tautango; h.t., <math>6 \times 18</math> ki te <math>6 \times (20 - 2)</math></li> <li>• whakaoti rapanga whakarea mā te whakamahi i te rautaki tau māmā me te tikanga paremata.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi i ngā āhuatanga tohatoha, ngā āhuatanga pāheko kōaro me ngā āhuatanga herekore.</li> </ul>

**Ngā Whārite me ngā Pānga**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• tuhi me te whakaoti whārite pono, whārite parau rānei, whārite whānui hoki e whai wāhi mai ana te whakarea me te whakawehe, he whakamahi i tōna mōhiotanga ki te tohu ōrite: h.t., <math>5 \times \_ = 20</math>, <math>\_ \div 3 = 6</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• tuhi me te whakaoti whārite pono, whārite parau rānei, whārite whānui hoki e whai wāhi mai ana ngā pāheko e whā: h.t., <math>674 + 56 - k = 671</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• tuhi me te whakaoti whārite pono, whārite parau rānei, whārite whānui hoki e whai wāhi mai ana pāheko e whā, e whai wāhi mai ana hoki i te rite, i te tōrite rānei: h.t., <math>4 \times 5 &lt; 3 \times 5 + 3</math> (p/h).</li> </ul>
<ul style="list-style-type: none"> <li>• tautohu i te pānga i te tipu o tētahi taurira, me ngā āhuatanga rerekē, whakamāramahia te ture e whakaahua ana o ngā taurira, ka whakamahi ai i te ture ki te kimi huānga anō o tētahi taurira.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu i te pānga i te tipu o tētahi taurira, me ngā āhuatanga rerekē, tuhia te ture e whakaahua ana o ngā taurira, ka whakamahi ai i te ture ki te kimi huānga anō o tētahi taurira.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi tūtohi, kauwhata XY, me ngā hoahoa ki te tautohu pānga kei roto i te taurira rārangi. Tuhia he ture e tautohu ana i te maha pūmau o ngā panonitanga i waenga i ngā huānga piri tata, ngā ture o te taurira, ā, ka whakamahi i te ture hei whakaputa whakapae.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Taurangi**

Ngā Tini Mata o Te Reo o Taurangi

<b>Tau 4</b> <b>E mōhio ana ki ngā kupu nei:</b>	<b>Tau 5</b> <b>E mōhio ana ki ngā rerenga nei:</b>	<b>Tau 6</b> <b>E mōhio ana ki ngā:</b>
<ul style="list-style-type: none"> <li>• pānga</li> <li>• wāwāhi</li> <li>• tūtohi</li> <li>• hoahoa pere</li> <li>• paparau</li> <li>• kauwhata whakaahua</li> <li>• rārangi tau</li> <li>• anga pīrepi.</li> </ul>	<p>Ngā rerenga kōrero me ngā tohu hei whakamārama i te ture o tētahi tauira tau, o tētahi pānga māmā rānei. Hei tauira:</p> <ul style="list-style-type: none"> <li>• He tāpiri i te 3 te tipu o tēnei tauira raupapa (+3): 2, 5, 8, 11 ...</li> <li>• Ka whakareatia te roa o tētahi tapa ki te 4 hei tātai i te paenga tapawhā rite (tapa × 4 = paenga).</li> </ul>	<ul style="list-style-type: none"> <li>• tohu tōrite nei me ngā tikanga e hāngai ana:               <ul style="list-style-type: none"> <li>- pūmau</li> <li>- wāwāhi</li> <li>- tauwehe/taurea</li> <li>- rite/tōrite.</li> </ul> </li> </ul>

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**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Ine**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna:**

- ki te whakapae me te whakamahi i ngā waeine ngahuru; pēra i ngā mitarau, mita, rita, kirokaramu hei ine i tētahi āhuatanga
- i te tikanga o te āwhata
- te wāwāhi i tētahi waeine, ki te ine hoki i tētahi haurua waeine
- ki te ine i te roa, te kītanga, te rōrahi me te taumaha mā tētahi taputapu ine whaitake
- ki te pānui āwhata, ka mōhio hoki ki ngā ingoa me ngā tohu waeine (mm, cm, m, km, g, kg, ml, l)
- te whakamahi paearu inenga ki te whakatau tata
- i te tikanga o te tūtohi tukutuku hei āwhina i a rātou ki te tātai horahanga me te rōrahi.

**Ngā Tini Mata o te Mātauranga**

**Te Ine**

<b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• waihanga paearu inenga ki te whakatau tata me te ine i te roa, te paenga, te taumaha, te kītanga, me te roa mā te whakamahi i ngā tohu ine tika.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata me te ine i te roa, te horahanga, te taumaha, te kītanga, me te roa mā te whakamahi i ngā tohu ine tika, he kohinga ine rānei.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata me te ine i te roa, te rōrahi, te taumaha, te kītanga, me te roa mā te whakamahi i ngā tohu ine tika, he kohinga ine rānei.</li> </ul>
<ul style="list-style-type: none"> <li>• whakamahi i ngā waeine me ngā taputapu e tika ana ki te ine i te roa, te papatipu, te kītanga me te wā.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi i ngā waeine me ngā taputapu e tika ana mō te mahi e inea ana.</li> </ul>	<ul style="list-style-type: none"> <li>• tīpako me te whakamahi i ngā waeine me ngā taputapu e tika ana mō te mahi e inea ana.</li> </ul>
<ul style="list-style-type: none"> <li>• whakamahi i te pūnaha ngahuru ki te tūhura i te hononga o ngā waeine.</li> </ul>	<ul style="list-style-type: none"> <li>• tūhura i te hononga o ngā waeine mā te whakamahi i te pūnaha ngahuru pū-tekau mō ngā rahinga, e whai wāhi ana ngā hautau, ngā hautanga ā-ira, ngā koeko-tapawhā me ngā poro-tapawhā hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• huri waeine mō te roa, te papatipu, te kītanga, me te tautohu waeine, ka whakamahi ai i ngā hautanga ā-ira ki te whakaatu i tētahi wāhanga o te inenga.</li> </ul>
<ul style="list-style-type: none"> <li>• ine koki mā te ine ā-putu hei ine paearu. - 90°, 180° 360°.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamārama i tētahi koki mā te whakamahi i te koki tāhapa, te koki te hāngai, te koki hāpūpū, te koki rārangi, te koki rāwaho ki nga putu; 90°, 180°, me te 360°.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro i ngā nekehanga ā-koki (ki te 360°), ka ine, ka tuhi ai i ngā koki ki te putu e pātata ana.</li> </ul>
<ul style="list-style-type: none"> <li>• whai māramatanga ki ngā momo āwhata inenga me ngā waeine hautanga ā-ira.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata ka ine ai i ngā horahanga me ngā rōrahi māmā.</li> </ul>	

**Te Paenga, te Horahanga me te Rōrahi**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• whakatau tata me te tātai i te: <ul style="list-style-type: none"> <li>- paenga o ngā taparau mā te whakamahi waeine ngahuru</li> <li>- horahanga o tētahi āhua kua kapi ki ngā tapawhā, ki ngā tapawhā haurua rānei</li> <li>- rōrahi o ngā āhua kua whakakiia ki te porowhā mā te whakamahi i nga paparanga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakatau tata me te tātai i te: <ul style="list-style-type: none"> <li>- paenga o ngā taparau,</li> <li>- horahanga o tētahi āhua kua kapi ki ngā tapawhā, ki tētahi wāhanga rānei o te tapawhā</li> <li>- rōrahi o ngā poro tapawhā .</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro, ki te whakatau tata, ki te tātai hoki i te horahanga o ngā tapawhā hāngai me te rōrahi o ngā poro-tapawhā hāngai mā te whakamahi whakareatanga.</li> </ul>

**Te Wā**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• pānui i te wā ki te 5-miniti e pātata ana</li> <li>• ko ngā kupu ka whakamahia: <ul style="list-style-type: none"> <li>- hipa i te/mai i te</li> <li>- ki te.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakamārama i te hononga o ngā rā, ngā wiki, ngā marama me ngā tau</li> <li>• whakaoti rapanga mō te wā e whai wāhi mai ana ngā reo tohu wā; 'ata' me te 'ahiahi'.</li> </ul>	<ul style="list-style-type: none"> <li>• huri i te wā-12 me te wā-24</li> <li>• whakaoti rapanga mō te wā.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Ine**

**Ngā Tini Mata o Te Reo o Ine**

<b>Tau 4</b> <b>E mōhio ana ki ngā kupu nei:</b>	<b>Tau 5</b> <b>E mōhio ana ki ngā kupu nei:</b>	<b>Tau 6</b> <b>E mōhio ana ki ngā kupu me ngā tohu nei:</b>
<ul style="list-style-type: none"> <li>• koki</li> <li>• koki hāngai</li> <li>• hautanga koki hāngai.</li> </ul> <p>Ngā waeine o ia rā</p> <ul style="list-style-type: none"> <li>• mitamano</li> <li>• mitarau</li> <li>• mita</li> <li>• kiromita</li> <li>• karamu</li> <li>• kirokaramu.</li> </ul> <p>Tohu reo wā</p> <ul style="list-style-type: none"> <li>• hipa i te/mai i te</li> <li>• ki te.</li> </ul> <p>Ka tuhi kauwhata pou hei whakatairite inenga.</p>	<ul style="list-style-type: none"> <li>• rahinga āwhiwi (o tētahi koki)</li> <li>• hautanga ā-ira</li> <li>• waeine</li> <li>• pū tekau</li> <li>• poro tapawhā hāngai</li> <li>• tauoti</li> <li>• ahu</li> <li>• koki hāpūpū</li> <li>• koki torotika</li> <li>• koki tāhapa</li> <li>• koki hāngai</li> <li>• koki whakaata</li> <li>• putu</li> <li>• paenga</li> <li>• horahanga</li> <li>• rōrahi</li> <li>• taparau (rite)</li> <li>• ata</li> <li>• pō.</li> </ul>	<ul style="list-style-type: none"> <li>• mō ngā waeine horahanga (m<sup>2</sup>, cm<sup>2</sup>, ha)</li> <li>• me te waeine rōrahi nei, te cm<sup>3</sup></li> <li>• putu</li> <li>• huri.</li> </ul>

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**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Āhuahanga**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- whakarōpū, te tautohu, te whakaahua, me te whakatairite hoki i ngā āhua ahu-2 me ngā ahu-3
- tautohu i te whakaatatanga, te nekehanga, te hurihanga o tētahi āhua māmā, ki te tautohu hoki i ngā āhuatanga pūmau, āhuatanga rerekē rānei
- tuhi hoahoa me te hanga tauira o ngā āhua ahu-2, āhua ahu-3 hoki
- tautohu ahunga matua, ki te whakamārama taunga ki tētahi mahere, ki te whakaatu ahunga, taunga hoki ki tētahi mahere
- whai tohutohu me te tuku tohutohu hoki ahunga tiriti.

**Ngā Tini Mata o te Mātauranga**

**Ngā Hanga**

<b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• tautohu, te whakarōpū, me te whakaahua i nga taparau, pēnei i te tapatoru me te tapawhā, mā te whakamahi i te hanga o te āhua, te rārangi me te hangarite hurihanga hoki o te āhua.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te whakarōpū, me te whakamārama i te hanga mā te: <ul style="list-style-type: none"> <li>- whakaingoa taparau rite me ngā taparau kore rite mā te whakamahi i nga tapa, ngā akitu, me nga koki</li> <li>- poro mā te whakamahi i te hauroki o te āhua, ngā tapa, ngā mata, me ngā koki.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakarōpū, te tautohu me te whakamārama i ngā ōritenga me ngā rerekētanga i waenganui i ngā: <ul style="list-style-type: none"> <li>- āhua ahu-2 o ngā momo tapatoru, o ngā poro me ngā koeko.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• whakataurite me te whakarōpū i nga koki e rite ana, e iti ake ana, e nui ake ana rānei i te koki hāngai, i tētahi āhua ahu-2.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu me te whakamārama i nga rārangi whakarara, ngā rārangi poutū me ngā tapa o ngā taparau.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu me te whakamārama i nga koki roto o te tapatoru me te tapawhā.</li> </ul>
<ul style="list-style-type: none"> <li>• tā raumata mō ngā āhua ahu-toru māmā</li> <li>• tā mahere o te kāinga.</li> </ul>	<ul style="list-style-type: none"> <li>• tā i ngā āhua ahu-3 ki tōna raumata</li> <li>• tā mahere o te kura.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaatu i ngā āhua ahu-3 hei ahu-2: h.t., tā raumata me ngā tā inerite</li> <li>• tā mahere mō te haere ki te kura.</li> </ul>

**Te Tūnga me te Ahunga**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• whakamahi i ngā tukutuku, ngā takirua raupapa, ngā pito matua o te kāpehu, me ngā mahere māmā hei whakaatu, hei whakamārama hoki i te ara me te tūwāhi</li> <li>• whai māramatanga ki te ture taunga (X, Y) ki runga i tētahi mahere tukutuku.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi i ngā takirua raupapa, i te hurihanga, i ngā pito matua o te kāpehu ki te whakamārama tūwāhi, ki te tuku ahunga</li> <li>• pānui, ki te tuhi i ngā taunga.</li> </ul>	<ul style="list-style-type: none"> <li>• whai tohutohu me te tuku tohutohu mā te mōhio i te reo ahunga; ngā pito katoa o te kāpehu, te karaka, putu</li> <li>• whakamahi pūwāhi ki te tautohu rohenga me ngā taunga ki runga mahere; whakamāori me te whakaahua huarahi, te tautohu i ngā huringa haurua, hauwhā me te tawhiti.</li> </ul>

**Ngā Panoni**

<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>	<b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• tautohu i te panonitanga, i te whakaatatanga, i te hurihanga, i te nekehanga āhua ahu-2 o tētahi mahi toi Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• whakarahi i tētahi āhua ahu-2 o tētahi mahi toi Māori; kia nui ake, kia iti iho rānei</li> <li>• whakamahi tikanga o te mātāoroko me te mātātuhi</li> <li>• whiriwhiri i te taurahi mō te whakarahi</li> <li>• whiriwhiri i te pū huringa me te pū whakarahi.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro, te tuhi, te whakamārama i ngā āhua ahu-2 me ngā rōpinepine kei roto i ngā kōwhaiwhai, i ngā tukutuku, me ēra atu tauira, ka tautohu ai mēnā rānei he hurihanga, he whakaatahanga, he nekehanga</li> <li>• whakaingoa i ngā āhuatanga pūmau kāore e panonitia.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Āhuahanga**

**Ngā Tini Mata o Te Reo o Āhuahanga**

<b>Tau 4</b> <b>E mōhio ana ki ngā kupu nei:</b>	<b>Tau 5</b> <b>E mōhio ana ki ngā kupu nei:</b>	<b>Tau 6</b> <b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>• poro</li> <li>• poro tapawhā</li> <li>• poro tapatoru</li> <li>• mataono rite</li> <li>• koeko</li> <li>• koeko tapawhā</li> <li>• koeko tapatoru</li> <li>• tihi</li> <li>• ahu-2</li> <li>• ahu-3</li> <li>• tūwāhi</li> <li>• pūwāhi</li> <li>• pūtake.</li> </ul> <p>Pito matua o te kāpehu</p> <ul style="list-style-type: none"> <li>• uru</li> <li>• raki</li> <li>• tonga</li> <li>• rāwhiti.</li> </ul>	<ul style="list-style-type: none"> <li>• raumata</li> <li>• mātāoroko</li> <li>• panonitanga</li> <li>• hurihanga</li> <li>• nekehanga</li> <li>• whakarahi</li> <li>• pū hurihanga</li> <li>• pū whakarahi</li> <li>• taunga.</li> </ul>	<ul style="list-style-type: none"> <li>• ōrite</li> <li>• ōrite te rahi</li> <li>• ōrite te āhua</li> <li>• rōpinepine</li> <li>• whakatekaraka</li> <li>• kōaro whakatekaraka</li> <li>• uru-mā-tonga</li> <li>• uru-mā-raki</li> <li>• rāwhiti-mā-tonga</li> <li>• rāwhiti-mā-raki.</li> </ul>

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## Tohu Ako: Tūāreke 2: Tau 4–6 Te Roanga o te Kōrero

### Tauanga

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakahaere tūhuratanga tauanga
- whakarite i ngā momo pātai whakarāpopoto
- kohi, te whakarōpū me te whakaatu hoki i ngā raraunga hei whakautu pātai
- whakaputa kiāngā mō tā rātau i tūhura ai
- kohikohi me te whakaatu i ngā raraunga tatau hei raraunga motumotu, hei raraunga motukore
- whakaputa kōrero mō tā rātau i kite ai e hāngai ana ki tētahi horopaki.

#### Ngā Tini Mata o te Mātauranga

Tau 4 Kei te ako te mokopuna ki te:	Tau 5 Kei te ako te mokopuna ki te:	Tau 6 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakahaere tūhuratanga tauanga amio: <ul style="list-style-type: none"> <li>- ka kohi, ka wehewehe, ka whakaatu i ngā raraunga whakarōpū matatini, ngā raraunga tauoti, me ngā raraunga houanga māmā hei whakautu pātai</li> <li>- ka tautohu tauira, ka hono hoki ki tētahi horopaki, ki roto, ki waenga hoki i ngā huinga raraunga</li> <li>- ka whakawhiti putanga mā ngā whakaari raraunga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakahaere tūhuratanga tauanga amio: <ul style="list-style-type: none"> <li>- ka kohi, ka wehewehe, ka whakaatu i ngā raraunga whakarōpū matatini, ngā raraunga tauoti, me ngā raraunga houanga māmā hei whakautu pātai</li> <li>- ka tautohu tauira, ka hono hoki ki tētahi horopaki, ki roto, ki waenga hoki i ngā huinga raraunga</li> <li>- ka whakawhiti putanga mā ngā whakaari raraunga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakahaere tūhuratanga tauanga amio: <ul style="list-style-type: none"> <li>- ka kohi, ka wehewehe, ka whakaatu i ngā raraunga whakarōpū matatini, ngā raraunga tauoti, me ngā raraunga houanga māmā hei whakautu pātai</li> <li>- ka tautohu tauira, ka hono hoki ki tētahi horopaki, ki roto, ki waenga hoki i ngā huinga raraunga</li> <li>- ka whakawhiti putanga mā ngā whakaari raraunga.</li> </ul> </li> </ul>

#### Te Whakarite Rapanga

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tūhura pūāhua whakarāpopoto me ngā pūāhua whakatairite ki ngā raraunga whakarōpū me ngā raraunga motumotu mā te whakamahi i ngā raraunga matatini (kia rua nui ake rānei ngā taurangirangi): <ul style="list-style-type: none"> <li>- tautohu i ngā taurangirangi e inehia ana</li> <li>- whakarite pātai whakarāpopoto, pātai whakatairite hoki kia whakautua e te raraunga</li> <li>- whakaputa whakapaenga, tāpaetanga rānei mō ngā putanga kawatau.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• tūhura pūāhua whakarāpopoto me ngā pūāhua whakatairite ki ngā raraunga whakarōpū me ngā raraunga motumotu mā te: <ul style="list-style-type: none"> <li>- tautohu i ngā taurangirangi e inehia ana</li> <li>- whakarite pātai whakarāpopoto, pātai tūhura hoki ka whakautua e te raraunga</li> <li>- whakapae me te whakatakoto tāpae kōrero rānei mō ngā raraunga ka puta mai.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• tūhura pūāhua whakarāpopoto me ngā pūāhua whakatairite me ngā pūāhua raraunga houanga mā te: <ul style="list-style-type: none"> <li>- tautohu i ngā taurangirangi e inehia ana</li> <li>- whakarite pātai tūhura ka whakautua e te raraunga</li> <li>- whakapae, ki te tāpae rānei i ngā kitenga kawatau.</li> </ul> </li> </ul>

#### Whakamahere

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakamahere ki te kohi raraunga hei taunaki i te pātai tūhura: <ul style="list-style-type: none"> <li>- whiriwhiri i te rōpū e rangahautia ana</li> <li>- whiriwhiri i ngā taurangirangi e kohia ana</li> <li>- whai whakaaro mō ngā ritenga matatika i te wā o te kohi raraunga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakamahere ki te kohi raraunga hei taunaki i te pātai tūhura: <ul style="list-style-type: none"> <li>- whiriwhiri i te rōpū e rangahautia ana</li> <li>- whiriwhiri i ngā taurangirangi e kohia ana</li> <li>- whai whakaaro mō ngā ritenga matatika i te wā o te kohi raraunga; kirimuna i te kaiurupare.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• whakamahere ki te kohi raraunga hei taunaki i te pātai tūhura: <ul style="list-style-type: none"> <li>- tautohu i ngā kaiurupare</li> <li>- tautohu i ngā taurangirangi e kohia ana</li> <li>- tautohu i tā te kaituhura pūtaka ki te kohi i ngā raraunga.</li> </ul> </li> </ul>

#### Te Kohi Raraunga

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tautohu i ngā taurangirangi e taea ana te ine</li> <li>• whakamahi i ngā rautaki huhua ki te kohi raraunga matarua, raraunga matatini, raraunga houanga hoki</li> <li>• whakamahi i ngā rautaki kohi raraunga huhua ki te whakarāpopoto, ki te kohi raraunga whakarōpū hoki.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu i ngā taurangirangi me te whakarite mahere e whakamahi ai ngā tirohanga tauanga</li> <li>• kohi raraunga e hāngai ana ki te pātai</li> <li>• whakamahi i ngā rautaki huhua ki whakarāpopoto, ki te whakarōpū me te whakatairite raraunga</li> <li>• whakatau me pēhea e pupuri me te tiaki i ngā raraunga.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu i ngā taurangirangi e taea ana te ine</li> <li>• whakamahi i ngā rautaki kohi raraunga huhua ki te whakarāpopoto, ki te whakarōpū me te whakatairite i ngā raraunga matāmua, i ngā raraunga matāmuri rānei</li> <li>• whakatau me pēhea te pupuri me te tiaki i ngā raraunga.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Tauanga**

**Te Tatari me Te Whakatau**

<b>Tau 4</b> <b>Kei te ako te mōkupu ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mōkupu ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mōkupu ki te:</b>
<ul style="list-style-type: none"> <li>waihanga me te whakamārama whakaari raraunga mō te whakarāpototanga me te whakatairitenga o ngā tūhura;               <ul style="list-style-type: none"> <li>mā te whakaingoa i ngā wāhanga o te pikitia</li> <li>e whai take ana te whakaari raraunga ki te momo raraunga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>waihanga me te whakamārama i ngā whakaari raraunga mō ngā tūhura whakarāpopoto, tūhura whakatairite hoki;               <ul style="list-style-type: none"> <li>whakaingoa i ngā wāhanga o te whakaari</li> <li>kei te whai take te whakaari ki te momo raraunga</li> <li>tautohu i ngā taurangirangi.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>waihanga me te whakamārama i ngā whakaari rerekē;               <ul style="list-style-type: none"> <li>whakaingoa i ngā wāhanga o te whakaari</li> <li>kei te tika te whakaari e ai momo raraunga</li> <li>tautohu i ngā taurangirangi</li> <li>whakamārama i ngā āhua, i ngā taurira me ngā ia o roto i te horopaki e whai wāhi ana ngā taurangirangi me ngā rōpū e arohia ana.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>whakautu pātai;               <ul style="list-style-type: none"> <li>whiriwhirihia ngā rerenga whakaahua e tika ana ki te whakautu i te pātai, ka huritao ai i ngā kitenga me te whakatairite i ngā whakapae, i ngā tāpaetanga rānei nō te timatanga o te tūhura.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>whakautu i te pātai tūhura;               <ul style="list-style-type: none"> <li>whakatairite i ngā kitenga me ngā whakapae, i ngā tāpaetanga rānei</li> <li>whakatairite i ngā kitenga me ō rātou mōhiotanga ki te ao.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>whakautu i te pātai tūhura;               <ul style="list-style-type: none"> <li>whakatairite i ngā kitenga me ngā whakapae, i ngā tāpaetanga rānei</li> <li>whakatairite i ngā kitenga me ō rātou mōhiotanga ki te ao.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>whakaahua rauranga mā te whakamahi kauwhata ira, kauwhata pou, tūtohi auau, kauwhata houanga</li> <li>whakahono i ngā whakataunga me ngā ataata raraunga ki te whakautu pātai tūhura</li> <li>tūhura pūāhua me te tuku pātai ka taea te whakautu</li> <li>whai māramatanga ki ngā raraunga motumotu, raraunga motukore hoki.</li> </ul>	<ul style="list-style-type: none"> <li>whakaahua rauranga mā te whakamahi kauwhata ira, kauwhata pou, tūtohi auau, kauwhata houanga</li> <li>whakahono i ngā whakataunga me ngā ataata raraunga ki te whakautu pātai tūhura</li> <li>tūhura pūāhua me te tuku pātai ka taea te whakautu</li> <li>whai māramatanga ki ngā raraunga motumotu, raraunga motukore hoki.</li> </ul>	<ul style="list-style-type: none"> <li>whakaahua rauranga mā te whakamahi kauwhata ira, kauwhata pou, tūtohi auau, kauwhata houanga</li> <li>whakahono i ngā whakataunga me ngā ataata raraunga ki te whakautu pātai tūhura</li> <li>tūhura pūāhua me te tuku pātai ka taea te whakautu</li> <li>whai māramatanga ki ngā raraunga motumotu, raraunga motukore hoki.</li> </ul>

**Ngā Tini Mata o Te Reo o Tauanga**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<ul style="list-style-type: none"> <li>kauwhata ira</li> <li>kauwhata pou</li> <li>tuaka pae</li> <li>tuaka pou</li> <li>raraunga.</li> </ul>	<ul style="list-style-type: none"> <li>kauwhata rārangi</li> <li>āhuatanga kōhure</li> <li>ripanga</li> <li>pou</li> <li>kapa.</li> </ul>	<ul style="list-style-type: none"> <li>kauwhata pou hiato</li> <li>kauwhata rautō</li> <li>mōwaho</li> <li>manei</li> <li>rāpoi.</li> </ul>

**Tohu Ako: Tūārere 2: Tau 4-6**  
**Te Roanga o te Kōrero**

**Tūponotanga**

**Ngā Tini Mata o te Ako**

**Kei te ako te mokopuna ki te:**

- whakamārama kei te hē, kei te tika rānei ngā kianga mō te āhua o te whakaaturanga raraunga
- whakapae me te whakamātau i ngā putanga katoa o tētahi pūāhua tūponotanga whai take me te whakamārama he aha i pērā ai.

**Ngā Tini Mata o te Mātauranga**

<b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b>	<b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b>
<ul style="list-style-type: none"> <li>• tūhura i ngā pūāhua māmā e hāngai ana ki ngā tūponotanga mā te whakatairite i ngā otinga o ngā taurira me te whakaputa i ō rātou whakaaro mō ngā putanga.</li> <li>• tomo ki ngā pūāhua tūhura tūponotanga mā te: <ul style="list-style-type: none"> <li>- tuku pātai tūhura ka whakapae ai i te putanga</li> <li>- tautohu i ngā putanga o ngā pātai tūponotanga me te waihanga whakaari raraunga mō ngā auau o ngā putanga</li> <li>- whakaahua i te āhua o ngā whakaari raraunga</li> <li>- tautohu i te tūponotanga hei hautanga me te whakautu i te pātai tūponotanga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• tūhura i ngā pūāhua māmā e hāngai ana ki ngā tūponotanga mā te whakatairite i ngā otinga o ngā taurira me te whakaputa i ō rātou whakaaro mō ngā putanga.</li> <li>• tomo ki ngā pūāhua tūhura tūponotanga mā te: <ul style="list-style-type: none"> <li>- tuku pātai tūhura ka whakapae ai i te putanga</li> <li>- tautohu i ngā putanga o ngā pātai tūponotanga me te waihanga whakaari mō ngā auau o ngā putanga</li> <li>- whakaahua i te āhua o ngā whakaari raraunga</li> <li>- tautohu i te tūponotanga hei hautanga, hei rārangi hautanga me te hoahoa rākau</li> <li>- whakautu i te pātai tūponotanga.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• tūhura i ngā pūāhua māmā e hāngai ana ki ngā tūponotanga mā te whakatairite i ngā otinga o ngā taurira me te whakaputa i ō rātou whakaaro mō ngā putanga.</li> <li>• tomo ki ngā pūāhua tūhura tūponotanga mā te: <ul style="list-style-type: none"> <li>- tuku pātai tūhura ka whakapae ai i te putanga</li> <li>- tautohu i ngā putanga o ngā pātai tūponotanga, ka waihanga whakaari o ngā auau o ngā putanga</li> <li>- whakaahua i te āhua o ngā whakaari raraunga</li> <li>- tautohu i te tūponotanga hei hautanga, hei rārangi hautanga me te hoahoa rākau</li> <li>- tautohu mēnā he pāpono whakawhirinaki, he pāpono wehe kē, he pāpono aukati rānei</li> <li>- whakautu i te pātai tūponotanga.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• tohuta, whakamārama hoki i ngā hapa o ngā whakaaturanga raraunga o ngā hōpara tauranga o tangata kē</li> <li>• tohuta mehemea ka nui ake te tūponotanga mā te tuhi nahanaha i ngā putanga o tētahi whakamātau tūpono.</li> </ul>	<ul style="list-style-type: none"> <li>• tohuta, whakamārama hoki i ngā hapa o ngā whakaaturanga raraunga o ngā hōpara tauranga o tangata kē</li> <li>• tohuta mehemea ka nui ake te tūponotanga mā te tuhi nahanaha i ngā putanga o tētahi whakamātau tūpono.</li> </ul>	<ul style="list-style-type: none"> <li>• tohuta, whakamārama hoki i ngā hapa o ngā whakaaturanga raraunga o ngā hōpara tauranga o tangata kē</li> <li>• tohuta mehemea ka nui ake te tūponotanga mā te tuhi nahanaha i ngā putanga o tētahi whakamātau tūpono.</li> </ul>
<ul style="list-style-type: none"> <li>• tūhura i ngā pāpono māmā</li> <li>• whakapuaki i te tūponotanga hei hautau māmā i waenganui i te kore me te tahi.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi i te reo whakaniko hei whakaahua i te tūponotanga.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatau mēnā he tōkeke, he haukume rānei tētahi pāpono</li> <li>• whakapuaki i te tūponotanga hei ōrau.</li> </ul>

**Ngā Tini Mata o Te Reo o te Tūponotanga**

<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>	<b>E mōhio ana ki ngā kupu nei:</b>
<p>E mōhio ana ki te whakaatu i ngā putanga o tētahi whakamātau tūponotanga ki tētahi whakaari raraunga, pērā i te:</p> <ul style="list-style-type: none"> <li>• kauwhata pou</li> <li>• kauwhata ira</li> <li>• kauwhata whakaahua</li> <li>• āwhata</li> <li>• pāpono</li> </ul> <p>E mōhio ana ki ngā kupu nei:</p> <ul style="list-style-type: none"> <li>• āwhata</li> <li>• pāpono.</li> </ul>	<ul style="list-style-type: none"> <li>• matapōkere</li> <li>• whakapae</li> <li>• putuaga</li> <li>• pāpono wehe kē</li> <li>• pāpono whakawhirinaki.</li> </ul>	<ul style="list-style-type: none"> <li>• hoahoa rākau</li> <li>• pāpono</li> <li>• raupapa.</li> </ul>

# Hei Tautoko i Te Ako

## Tikanga Whakaako

### Kia taea ai te katoa te ako:

Me whai wāhi ngā mokopuna tau 0-8 katoa, ki te ako Pāngarau mō te kotahi hāora ia rā. Ka hua pea mai te kotahi hāora nei i ngā akoranga motuhake, i te kōtui kaupapa ako, ki ētahi atu wāhanga ako rānei o te marautanga.

### Te whakamahere me te whakaako mā te:

- whakarite wheako ki te whakaoti rapanga
- whakamahi pānga kupu (h.t., ngā kupu e mōhiotia ana, ngā huatau pāngarau kua ākona kētia, ngā hoahoa me ngā rauemi)
- urutau mahi (h.t., tīmata ki ngā tau e mōhiotia ana, nāwai rā, ka whanake ake)
- tuku pātai hei ārahi i ō rātou whakaaro me te whakatītina i ngā hononga
- whakawhāiti i te mātauranga kia iti iho ngā wāhanga hei ako
- whakatakoto whakaaro mā te whakamahi whakaaturanga me ngā rauemi
- āta ako horipū, whakatauirā, ka whakaū ai
- whakarerekē i te horopaki ki tētahi e mōhiotia ana e ngā mokopuna.

### Te tautoko ākongā ki ngā tīrewa:

- whakarite akoranga kiritahi o ngā rautaki whāiti e whanake ai te mokopuna
- te whakapātariari me te tuku pātai ki te whakahono i te mokopuna ki ngā akoranga o mua
- te ui atu ki te mokopuna ki te pānui anō me te whakapuaki anō i te rapanga ki ā rātou ake kupu
- ako ki te aroturuki i āna mahi, ka tuku pātai e whai māramatanga ai ia
- te whakamahi whakaaturanga me ngā rauemi hei honohono ki ngā huatau pāngarau (h.t., te whakamahi poro, ngā porotiti me ngā anga tekau)
- te whakamātau whakaahuatanga anō mei kore tētahi e tau ki te mokopuna
- te whakatītina i te mokopuna ki te mahi ā-tinana (h.t., te hikoi ki runga i tētahi rārangi tau)
- te akiaki i te mokopuna ki te tuhi pikitia o te whakaaro, o te rapanga pāngarau rānei
- te akiaki i te mokopuna ki te ako hautau hou mā te whakamahi i āna mōhiotanga ki ngā huatau kua akona kētia
- te āwhina i te mokopuna ki te whai hononga ki ngā kupu e mōhiotia ana mā te whakatairanga me te whakapiri ki te pātū o te wāhi ako
- te ako ngātahi, te ako arahanga rānei ki te whai hātepe mō te whakaoti mahi.

### Te whakarōpū mokopuna:

- me whakamahi i te rautaki whakarōpū mokopuna i runga anō i te kaupapa o te akoranga pāngarau, o te hiahia ako hoki kua e mau roa i ngā ākongā ki aua rōpū
- ka taea te whakarōpū mokopuna ki ngā whakaritenga rerekē i te akoranga kotahi (h.t., ka mahi tahi te katoa i te tuatahi, ka wehe ai ki ngā rōpū rerekē hei tūhura pūāhua pāngarau).

### Ngā rautaki whakaako: He tauira noa

#### Whakarite wā kia taea ai ngā ākongā te whakahāngai mātauranga pāngarau

- Ka ako ngā mokopuna mā te mahi, te kōrero, te tuhi me te waihangā.
- Me whakamahere he wā mō ngā mokopuna ki te whakaū i ngā mea i ākona e rātou mā te mahi anō i te tukanga, te mahi rānei i whakaatuhia e te kaiako, ka neke ai i ngā pūāhua e mōhiotia ki ngā pūāhua hou.
- Kia kaha ki te whakarite akoranga kia taea ai e te mokopuna te whakaoti rapanga mā te whakamahi tikanga whakaaroaro.
- Me whakatauirā ngā rapanga mā te whakamahi rauemi, e hono ana ki ngā whakaahuhanga. Tautokohia ngā mokopuna ki te whakaopti rapanga mās te tautohu i ngā kupu matua, i ngā tūmahi me ngā paheko.
- Me whakarite tūmahi mō ngā horopaki e mōhiotia ana e te mokopuna; ht, Tekau mā rua tamariki, he ngeru ā rātou. Tokowhitu tamariki, he kurī ā rātou. E hia katoa ngā mōkai?

#### Whakaakohia, tonohia ngā mokopuna ki te pupuri i ngā taunaki ā rātou akoranga

- Tautokona ngā mokopuna ki te tuhi, te arotake, te hono, me te whakahiato whakaaro e tika ana.
- Ka ui atu ki ngā mokopuna ki te whakaputa i ō rātou whakakaaro mā te whakamārama, te whakaahua, ā-kupu, ā-tohu, ā-pikitia, ā-tauira me ā rātou mahinga rānei.
- Whakamaherehia ngā wā maha i te wiki mō ia mokopuna ki te ako te reo pāngarau mā te waihangā whakaaturanga tūtohi, he tūtohi taunga, te whakaingoa me te tuhi ki roto i ā rātou pukapuka, rorohiko, pūrere matihiko.
- Tautokona ngā mokopuna ki te whakarite i ō rātou whakaaro. Ka taea e ngā mokopuna te tuhi kupu, te whakaoti rapanga, te whakarāpopototanga me te huritao mō ō rātou akoranga pāngarau, tēnā pea hei kupu, hei tohu pāngarau me te whānuitanga o ngā whakaaturanga.
- Tautokona ngā mokopuna mā te rautaki ako “Whakapuaki Whakaaro” ki te whakaahua tau, āhua rānei ki te hanga, ki te tā rānei ā rātou urupare. Hei tauira. E whakaaro ana ahau ki tētahi āhua ahu-2, e whā ōna tapa, e rua o aua tapa he poto, e rua he roa. Tāngia, whakaingoa hoki ngā wāhanga e ai ki tāu e whakaaro ana.

Tūārere 1  
Tau 1-3

Tūārere 2  
Tau 4-6

Tūārere 3  
Tau 7-8

Tūārere 4  
Tau 9-10

Tūārere 5  
Tau 11-13



# Tūārere 3 Tau 7-8



Whenu			
HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho

Toi Mokopuna			
He tāwariwari, he aro, he pākiki, he mahi ngātahi, he auaha, he huritao, he kaitūhura whakaata hoki te mokopuna, e ako ana ki te whakamahi tikanga pāngarau me te whakaoti rapanga mō te kura, te whānau, te hapū me te iwi, ā, mō rātou anō te take.	He koi te hinengaro o te mokopuna, rite ana ki ōna mātua tipuna. Ko ngā whakaaro me te whakamahi pāngarau he mea tuku iho ki a ia, ā, ka tukuna ki ētahi atu.	He māia, he pūkōrero hoki te mokopuna ki te whakamārama me te whakaputa i ōna whakaaroaro me āna tukanga pāngarau ki te reo pāngarau. E ngākaunui ana ia ki te pāngarau me te motuhaketanga o taua reo.	He manawanui, he huritao, he aroturuki te mokopuna ki te panoni i ōna whakaaro me āna mahi, ā, ka tautohu tauira, hononga hoki hei hanga pāngarau me tōna anō ao.

### Tohu Ako: Tūrere 3: Tau 7-8

Whāinga			
<b>Ka aro te ako a te mokopuna ki</b> te kōwhiri kaupapa tūhuratanga pāngarau me te whakatao he aha i kōwhiria ai ngā tikanga hei whakaoti rapanga me te aromātai pūāhua hoki.	<b>Ka aro te ako a te mokopuna ki</b> te whakamahi pāngarau hei whakatutuki i ētahi kaupapa, māna anō, mā te kura, mā te hapori hoki.	<b>Ka aro te ako a te mokopuna ki</b> te whakamārama i ngā putanga mā te whakamahi i ngā tikanga o te reo e hāngai ana ki ngā whenu pāngarau.	<b>Ka aro te ako a te mokopuna ki</b> te waihanga me te whakaputa tauira, 'tauira me te pānga' e whakamārama ana i te mātauranga pāngarau e whakamahia ana.

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HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
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**Tohu Ako: Tūārere 3: Tau 7-8**

**Kia Mataara**

<p><b>Hei te mutunga o te tau 7 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>tūhura i te ariā o ngā tau ā-ira me ngā huatau hei torohanga o te pūnaha uara tū</li> <li>tūhura tau tōpū</li> <li>whakamahi i te tukanga tauanga pakirēhua (rapanga, mahere, raraunga, tātari, otinga) hei tūhura ā-raraunga i te hapori whānui tonu.</li> </ul>	<p><b>Hei te mutunga o te tau 7 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>tūhura i ngā horopaki e whai wāhi ana ngā tau tōruna me ngā tau tōraro: h.t., te pūtea, te paemahana</li> <li>whai māramatanga: <ul style="list-style-type: none"> <li>he whakapapa tō ngā huinga raraunga</li> <li>he take ka kohi raraunga tangata, raraunga ao tūroa hoki, ka whakamāori ai</li> <li>mā wai ngā raraunga e whai hua ai taua hunga, he pēhea hoki te kimi rautaki ki te tāwharau i a rātou.</li> </ul> </li> <li>whakaahua i te tūranga, i te ahunga me ngā huarahi mā te whakamahi i te ao tū roa, arā, ngā pūnaha mātauranga Māori, mā te whakamahi rānei i ngā tohu āwhata, ngā tohu kāpehu, me ngā āhuatanga taiao.</li> </ul>	<p><b>Hei te mutunga o te tau 7 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakamārama i te pūnaha uara tū mō ngā tau ā-ira me ngā tauoti</li> <li>whakaputa mōhio ki ngā paheko i whakamahia mō ngā tau tōruna me ngā tau tōraro</li> <li>whakamahi kupu pāngarau pēnei i ēnei; tau toitū, hiato, tau pūrua.</li> </ul>	<p><b>Hei te mutunga o te tau 7 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whai māramatanga ki ngā whanaungatanga rārangi tau (e whai wāhi ana te hautau me te hautanga ā-ira ki waenga i ngā tau tōpū, ko ngā tau tōraro, ka noho ki te tāha mauī o te kore)</li> <li>āhuatanga o ngā uara tū me tōna hāngai ki ngā tau-ā-ira</li> <li>whakamahi i te ahunga me te mahere ki te whakatau i te taunga, te ahunga me ngā ara.</li> </ul>
<p><b>Hei te mutunga o te tau 8 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>tūhura i te hononga o ngā āhua ahu-2 ki te ahu-3.</li> </ul>	<p><b>Hei te mutunga o te tau 8 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>tūhura i ngā tauira Māori e whai pānga ana ki te mātauranga Māori me te tūhura i ngā āhuatanga pāngarau ki aua tauira, āhua hoki.</li> </ul>	<p><b>Hei te mutunga o te tau 8 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakaahua āhuatanga e whai wāhi ana ngā tau toitū, tau hiato, tau pūrua hoki.</li> <li>whakamārama me te whai māramatanga ki ngā ture whakawehe o te 2, te 3, te 5, te 9, me te 10</li> <li>whakamahi i ngā kupu me ngā tohu ki te whakaahua paheko āhuatanga kōaro, te āhuatanga tohatoha, te āhuatanga herekore me te kōaro</li> <li>tautohu me te whakaputa kōrero mō te āhuatanga ki ngā paheko pāngarau rerekē.</li> </ul>	<p><b>Hei te mutunga o te tau 8 me mōhio te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whai māramatanga ki ngā taurangirangi o ngā tau katoa</li> <li>whai māramatanga he pāpātanga pūmau tō te tauira rārangi, me te pānga rārangi anō hoki. Ka whakaahuatia hei raupapa takirua, hei tūtohi, hei kauwhata X,Y, hei whārite (ture) rānei</li> <li>tauira, te ia, te taurangirangi anō hoki ki roto i ngā whakaaturanga raraunga. Mēnā he rerekē te momo whakaaturanga, ka rerekē hoki ngā hua ka puta.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Tūārere 3: Tau 7–8</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā te Kaiako</b>			
<p><b>Tau 7</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• waihanga me te whakarite i ngā momo pātai tūhuratanga huhua mō ngā horopaki huhua</li> <li>• whakahaere i tētahi tūhuratanga mā te whakamahi i te tūkanga tauanga pakirēhua</li> <li>• tipako i te inenga e tika ana ki te ine i te horopaki me te āhuatanga o te wā.</li> </ul>	<p><b>Tau 7</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakahono i ngā āhuatanga o tōna ao o ia rā ki ngā ariā pāngarau</li> <li>• tūhura i ngā momo tau me ngā whakamahinga o ērā ki ngā horopaki o ia rā.</li> </ul>	<p><b>Tau 7</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakamahi i te reo o ngā tauoti, ngā hautau, me ngā tau tōpū</li> <li>• whakawhiti whakaaro me te whakaputa kōrero mō ngā āhuatanga kōaro, ngā āhuatanga herekore, me ngā āhuatanga tohatoha hoki</li> </ul>	<p><b>Tau 7</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakawhiti i waenganui i te huhua o ngā whakaahuahanga pāngarau ahakoa ōkawa, ōpaki rānei</li> <li>• waihanga i ngā tauira ahu-2, ahu-3 hoki</li> <li>• whakatauirā i ngā kauwhata taurangi, kauwhata tauanga hoki.</li> </ul>
<p><b>Tau 8</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tūhura tauira i ngā tau tōpū</li> <li>• tautohu i ngā āhuatanga kōaro, āhuatanga herekore, āhuatanga tohatoha hoki</li> <li>• whai māramatanga ki ngā pānga me ngā tauira rārangi</li> <li>• huri i te maha o ngā inenga ngahuru.</li> </ul>	<p><b>Tau 8</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whai māramatanga he tohu tō ngā taurangirangi; hei tauira, ko te ‘t’ e tohu ana i te wā, ki reira tātou whakamahi ai i te waihanga whārite mō te nekehanga, mō te panonitanga rānei o ētahi horopaki</li> <li>• whai māramatanga ki te pānga o te rahinga rawa ka hokona me te moni whiwhi ka rite ki tētahi hononga i te ao pakihī</li> <li>• whai māramatanga ki te whakaahuahanga ahu-rua, ahu-3 hoki ki tōna marae.</li> </ul>	<p><b>Tau 8</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• ako i ngā kupu ahunga mokowā, kia 8 ngā wehenga, me ngā tohu kāpehu Māori</li> <li>• waihanga me te pānui i te huhua o ngā kauwhata, ngā tūtohi, me ngā wātaka</li> <li>• whakaatu, me te whakawhiti putānga mō āna tūhuratanga mā te whakamahi i ngā pūtakenga reo huhua.</li> </ul>	<p><b>Tau 8</b> <b>E tautoko ana te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• mārama ki ngā momo hautau me te whakaahuahanga o ēnei momo tau</li> <li>• mārama ki te whakaahuahanga tāpiri, tango, whakarea, whakawehe hoki mō ngā momo hautau</li> <li>• whakaahua ki te whakaatu i ngā whakaaturanga raraunga</li> <li>• whakamahi i ngā whakaahuahanga ahunga mokowā.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
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Tohu Ako: Tūārere 3: Tau 7–8

Te Ngako o te Whāinga

Mā te Mokopuna

<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>whakatakoto pātai tūhura, te whakapae me te whakatau tāpae kawatau mō tōku rohe, hapori hoki</li> <li>whakatakoto pātai tūhura mō ngā pūāhua tūponotanga me ngā tūponotanga kāore e ōrite ana ngā putanga.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>wāhi e taea ai te whakamahi tauoti me ngā hautau</li> <li>horopaki e taea ai te whakamahi ngā tau tōrunga me ngā tau tōraro</li> <li>tikanga matatika mō te kohikohi, te tātari, me te whakatakoto putanga raraunga</li> <li>whakatau tata i te inenga o ngā taonga o ia rā me te matapaki tirohanga e pā ana ki te kōrero tika o tērā inenga, te aha rānei</li> <li>whakatakoto paerewa inenga mō ētahi taonga tūturu o tēnei ao tūroa.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>āhukahuka, te pānui, te tuhi, te whakaatu, te whakataurite, te raupapa, me te takahuri i ngā hautau, ngā tau ā-ira, me ngā ōrau</li> <li>whakamahi kupu, tohu hoki ki te whakaahua me te whakaatu i ngā āhuatanga paheko, arā, āhuatanga kōaro, āhuatanga herekore, āhuatanga tohatoha, kōaro me te tūmau</li> <li>pānui tika i ngā wā-ringa, wā-mati hoki, me te whakamāori tika i ngā āwhata</li> <li>pānui, te whakamāori, me te whakamahi wātaka, tūtohi hoki ki te whakaatu atu i ngā pārongo inenga</li> <li>tātari raraunga me te whakawhiti putanga ki roto i ngā horopaki</li> <li>whakamahi tika i ngā waeine ngahuru mō te roanga, te horahanga, te rōrahi, te kītanga, te papatipu, te paemahana, te putunga raraunga, te wā, me te koki</li> <li>whakahua kupu me ngā tau ki te whakamāori tika i ngā āwhata</li> <li>whakamahi tūmau pērā i te 'ōrite', 'tairite', 'whakarara', 'hāngai' ki te tautohu āhuatanga, ki te tautohu hoki i ngā āhua pēnei i te 'tapawhā', 'tapatoru', 'porowhita', aha atu ki te whakarōpū āhua.</li> </ul>	<p><b>Kei te ako au ki te:</b></p> <ul style="list-style-type: none"> <li>whakaahuhanga tauoti me ngā tau ā-ira ki te pū ngahuru</li> <li>pānga i waenganui i ngā momo hautau rerekē</li> <li>whakaahuhanga me te hono i ngā pānga rārangi mā te whakamahi tūtohi, whārite, kauwhata XY hoki</li> <li>whakaahua ā-hinengaro me te tuhi raumata poro e mau ana i tētahi motuhanga pūmau. Me whakamahi he tirohanga mahere ki te whakaahua ā-hinengaro, me hanga hoki i ngā āhua ahu-3</li> <li>pānga i waenganui i ngā inenga mō ngā āhua āhuahanga me ngā āhuatanga o ērā āhua</li> <li>pānga i waenganui i ngā āhua ahu-2 me ngā āhua ahu-3</li> <li>whakamahi whakaahuhanga raraunga hei whakaahua i ngā putanga ka kitea.</li> </ul>
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HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
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**Tohu Ako: Tūārere 3: Tau 7–8**

**Te Roanga o te Kōrero**

<p><b>Te Āhua o te Mokopuna</b> E ngahau ana tā te mokopuna whakamahi i ngā tūhuratanga ki te whai māramatanga mō ngā huatau me ngā ariā pāngarau, ngā pūāhua, ngā pātai tūhura me ngā rapanga mā te whakamahi mōhiotanga pāngarau ki ngā wāhi e whai take ana.</p> <p>E taea ana e te mokopuna te arohaehae te pāngarau ka whakamahia, te whakamahi ngā taputapu me te reo pāngarau ki te arohaehae pūāhua me ngā putanga e pā ana ki ngā rapanga e whai take ana ki tōna ao.</p>	<p><b>Te Āhua o te Mokopuna</b> E whanake ana tā te mokopuna arohaehae i āna mahi pāngarau ki tōna ao o ia rā, me tōna āhei ki te tīpako i ngā ritenga me ngā rerenga kētanga o te ao Māori me te ao pāngarau.</p> <p>E mōhio ana te mokopuna ki te whai take o te pāngarau hei whakatutuki i ōna hiahia mō tōna anamata.</p> <p>E whakaaro ana te mokopuna ki ngā take o te takiwā, o te ao whānui hoki, me te pānga o tōna māramatanga pāngarau ki te panoni me te hāpai ake i ngā āhuatanga e whai hua ai mō te takiwā me te ao whānui.</p>	<p><b>Te Āhua o te Mokopuna</b> E ui ana te mokopuna i ngā pātai whai kiko, arotahi, hāngai hoki, e pā ana ki tōna anō ao.</p> <p>E āhei ana te mokopuna ki te whakamahi i te reo pāngarau whānui ki te whakawhiti whakaaro mō āna tūhuratanga pāngarau me ngā putanga.</p> <p>E taea ana e te mokopuna te matapaki āna tūhuratanga me ngā putanga hei mema o ētahi hapori pāngarau, (mōhio ia ki te mahi ngātahi i tōna ngākau whakaute ki ētahi atu ki reira matapaki ai, tautōhe ai hoki i te painga o āna putanga pāngarau ki te minenga).</p> <p>Ka whakamahi te mokopuna i te reo pāngarau ki te aromātai me te huritao i te ao hurihuri, ka mutu, i te pāngarau ka whakamahia e rātou (h.t., ko te kauwhata i tīpakohia, te kauwhata pai rawa atu hei whakaatu i ngā putanga o tāna tūhuratanga).</p> <p>E mārama ana te mokopuna ki te whakahuri i tōna reo pāngarau ina whakawhiti whakaaro ai ia ki ngā rōpū tāngata kanorau, ki ngā pūāhua rerekē hoki.</p>	<p><b>Te Āhua o te Mokopuna</b> Kua kite te mokopuna ko tā te pāngarau he āhukahuka i ngā tūmomo tauira rerekē, he whakaahua āhuatanga, he kite i a ia ki ngā wāhi katoa, ka mutu, he whai whakaaro ki ngā āheinga me ngā ahunga kē atu o ētahi mea.</p> <p>E mārama ana te mokopuna me pēhea te whakamahi i ngā whakaaro arorau pāngarau me ngā whakatau whānui kia mārama ai ngā pūāhua, ā, hei whākaoti rapanga hoki.</p> <p>E taea ana e te mokopuna te whakaahua tikanga ahurea pāngarau kei kō atu i te ahurea me ngā tikanga Māori, mā konā whakamahia ai aua tūāhua i waho i te akomanga.</p> <p>Ka whai hononga te mokopuna puta noa i ngā wāhanga o te pāngarau, me ētahi atu wāhanga ako hoki.</p> <p>E tipu ana te māia o te mokopuna ki te whakamahi tāiringa kōrero, ki te kimi hāpono hoki.</p>
<p><b>Ngā tini mata o te tuakiri</b> Ko ngā tūhuratanga pāngarau ka tautoko i te mokopuna ki te aro ki ngā mahi a ētahi atu, ki te whakaoti āhuatanga, ki te aronga a ētahi atu tāngata, ā, e whai mātauranga ana kia pēhea āna mahi e whai pānga ai, e tautoko ai i a ia ki te mahi takitahi, mahi ngātahi hoki. E ngākau auaha ana te mokopuna ki āna mahi pāngarau.</p>	<p><b>Ngā tini mata o te tuakiri</b> E mārama ana te mokopuna ki te ahurea pāngarau e mau āna ki tōna ake reo me āna ake tikanga, ahakoa te rerekē o tērā ki tōna ake ahurea, ā, e pai ana tana whai whakaaro ki aua whakaaro ahurea rerekē i te wā kotahi. E mōhio ana ia e kore e rerekē tōna mana āhua ake, ahakoa e puta pea ai he hapa pāngarau.</p>	<p><b>Ngā tini mata o te tuakiri</b> I te nuinga o te wā, e māia ana te mokopuna ki te whakawhiti whakaaro e pā ana ki ōna huatau pāngarau me āna putanga; ina e whai wāhi ana ki ngā āheinga matapaki, whakawhiti kōrero ki ngā minenga whānui tonu.</p>	<p><b>Ngā tini mata o te tuakiri</b> E whai pānga ana te mokopuna ki ngā mātauranga pāngarau mō te mahi pāngarau te take, me ngā tukanga o te whakamahi pāngarau i tōna ao o ia rā.</p>

**Tohu Ako: Tūāreke 3: Tau 7-8**  
**Te Roanga o te Kōrero**

**Tau**

**Ngā Tini Mata o te Ako**

**Kei te ako te moko-puna ki te:**

- whakaoti i ngā rapanga whakarea, whakawehe hoki mō ngā tauoti, hautau, tau ā-ira, ōrau ki te whānuitanga o ngā rautaki mō ngā momo rapanga me ngā momo tau
- whakaoti i ngā rapanga tau mati-2, tau mati-3, mā te whakamahi whakamahi rautaki wāwāhi uara tū, tikanga paremata rānei mehemea he tata ki te tau māmā.

**Ko ngā rautaki matua hei whakamahi mā te moko-puna, ko te:**

- whakaoti rapanga whakarea māmā me ngā rapanga hautanga māmā mā te whakamahi i ngā meka matua
- whakaputa otinga ki ngā rapanga whakareatanga, whakawehenga, ā, mā te whakamahi i ngā meka matua me ngā rautaki ā-hinengaro
- whakamahi rautaki wāwāhi uara tū, tau māmā me te tikanga paremata, tāpiritanga ōrite me te pāheko kōaro
- kimi hautanga o tētahi rahinga mā te toharite
- whakaoti rapanga mā te hanga tekau, te tau māmā me te tikanga paremata, te wāwahi uara tū me ngā meka e mōhiotia ana (ngā rearua).

**Ngā Tini Mata o te Mātauranga**

**Te Hanga o ngā Tau**

<b>Tau 7</b> <b>Kei te ako te moko-puna ki te:</b>	<b>Tau 8</b> <b>Kei te ako te moko-puna ki te:</b>
<ul style="list-style-type: none"> <li>• tautohu, te pānui, te tuhi, te whakatairite me te raupapa tauoti ki ngā pū o te 10: h.t., <math>10,000 = 10^4</math>.</li> <li>• kimi i te tauwehe pātahi nui rawa o ngā tau e rua ki te 100</li> <li>• kimi i te taurea e pātahi iti rawa o ngā tau ki te 10</li> <li>• whakamahi taupū hei tuhi whakareatanga tāruarua me te tautohu pūtakerua ki te 100.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te pānui, te tuhi, te whakatairite me te raupapa tauoti me ngā tau-ā-ira ki ngā pū o te 10: h.t., <math>0.01 = \frac{1}{100} = 10^{-2}</math>.</li> <li>• whakamahi i ngā tauwehe toitū ki te whakaahua i tētahi tau kia kite i te tauwehe pātahi nui rawa o ngā tau e rua</li> <li>• tautohu tau toitū, ngā tau hiatō ki te 100, me ngā pūtakerua ki 125.</li> </ul>

**Ngā Paheko**

<b>Kei te ako te moko-puna ki te:</b>	<b>Kei te ako te moko-puna ki te:</b>
<ul style="list-style-type: none"> <li>• whakaāwhiwhi me te whakatau tata ki te whakapae me te āta tiro ki te tikanga o ngā tātahi</li> <li>• whakaāwhiwhi tauoti ki ngā taurea kua tautohua e pātata ana, ki ngā pū-10 rānei e pātata ana</li> <li>• whakaāwhiwhi i ngā tau-ā-ira ki te hautekau, haurau, tauoti rānei e pātata ana</li> <li>• whakarea tauoti.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaāwhiwhi me te whakatau tata ki te āta tiro ki te te tikanga o ngā tātahi.</li> </ul>
<ul style="list-style-type: none"> <li>• whakawehe tauoti ki tauwehe mati-1, mati-2 rānei: h.t., <math>327 \div 5 = 65.4</math> or <math>65\%</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• whakawehe tauoti: h.t., <math>327 \div 15 = 21.8</math> or <math>21\%</math>.</li> </ul>
<ul style="list-style-type: none"> <li>• whakaraupapa, te whakatairite, te tāpiri, me te tango tau tōpū mā te whakamahi taputapu, h.t., tātaitai.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaraupapa, te whakatairite, te tāpiri, me te tango tau tōpū.</li> </ul>

## Tohu Ako: Tūārere 3: Tau 7-8

### Te Roanga o te Kōrero

#### Tau

#### Ngā Tau Whakahau

Tau 7 Kei te ako te mokopuna ki te:	Tau 8 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tautohu, te pānui, te tuhi, te whakaahua hautanga, tau-a-ira (kia 3 ngā mati ā-ira ) me ngā ōrau.</li> </ul>	<ul style="list-style-type: none"> <li>• tautohu, te pānui, te tuhi, te whakaahua hautanga, tau-a-ira me ngā ōrau.</li> </ul>
<ul style="list-style-type: none"> <li>• whakatairite, te raupapa me te huri i ngā hautau, tau-a-ira (kia 3 ngā mati ā-ira) me ngā ōrau.</li> </ul>	<ul style="list-style-type: none"> <li>• whakatairite, te raupapa me te huri i ngā hautau, tau-a-ira me ngā ōrau.</li> </ul>
<ul style="list-style-type: none"> <li>• whakarea me te whakawehe tau ki ngā pū-10.</li> </ul>	<ul style="list-style-type: none"> <li>• whakarea me te whakawehe tau ki ngā pū-10.</li> </ul>
<ul style="list-style-type: none"> <li>• kimi hautau ōrite, te whakarūnā hautanga me te huri hautanga nui atu i te kotahi hei tau hanumi, tau hanumi hei hautanga nui atu i te kotahi rānei.</li> </ul>	<ul style="list-style-type: none"> <li>• kimi hautau ōrite, te whakarūnā hautanga me te huri hautanga nui atu i te kotahi hei tau hanumi, tau hanumi hei hautanga nui atu i te kotahi rānei.</li> </ul>
<ul style="list-style-type: none"> <li>• whakarea hautanga me ngā ngā tau-a-ira ki ngā tauoti me te kimi ōrau o tētahi tauoti.</li> </ul>	<ul style="list-style-type: none"> <li>• whakarea hautanga me ngā ngā tau-a-ira ki ngā tauoti me te kimi ōrau o tētahi tauoti.</li> </ul>
<ul style="list-style-type: none"> <li>• kimi i te rahinga mena e mōhio ana ki te hautanga māmā, te tau ā-ira rānei o te rahinga: h.t., 25% o te rahinga, ko te \$100, nō reira, he aha te rahinga?</li> </ul>	<ul style="list-style-type: none"> <li>• kimi i te rahinga mena e mōhio ana ki te hautanga, te tau ā-ira rānei o te rahinga: h.t., 75% o te rahinga, ko te \$45, nō reira, he aha te rahinga?</li> </ul>
<ul style="list-style-type: none"> <li>• tāpiri me te tango hautanga, rerekē ana te tauraro ki ngā hautekau: h.t., <math>\frac{3}{4} + \frac{1}{5}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• tāpiri me te tango hautanga he rerekē te tauraro mā te whakamahi hautau ōrite.</li> </ul>
<ul style="list-style-type: none"> <li>• whakamahi whakaaro pānga riterite ki te tūhura i te pānga o ngā rahinga: h.t., e 3 pōro whero ki ngā pōro kikorangi e 7. E hia katoa ngā pōro mehemea 18 ngā pōro whero?</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi whakaaro pānga riterite ki te toha rahinga rerekē: h.t., ka tohatoha i ngā kāri 100. Mō ia kāri ka riro i ahau, ka riro i a koe e 3. E hia ngā kāri o tēnā, o tēnā o tāua?</li> </ul>

#### Mātau Ahumoni

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• tātai utu me te wāwāhinga moni ahakoa te rahinga o te moni.</li> </ul>	<ul style="list-style-type: none"> <li>• waihanga me te whakatairite mahere ahumoni ā-wiki, ā-marama, ā-tau: h.t., te penapena pūtea, ngā mahere utu waea pūkoro, ngā mahere pūtea me ngā hoko harangote.</li> </ul>
<ul style="list-style-type: none"> <li>• tātai i te whakahekenga ōrau mō ngā rahinga tāra: h.t., te 35% o te \$180?</li> </ul>	<ul style="list-style-type: none"> <li>• tātai whakahekenga ōrau.</li> </ul>

#### Ngā Tini Mata o Te Reo o Tau

E mōhio ana ki ngā kupu nei:	E mōhio ana ki ngā kupu nei:
<ul style="list-style-type: none"> <li>• wāwāhinga moni</li> <li>• mati ā-ira</li> <li>• tauwehe pātahi nui rawa</li> <li>• taurea pātahi iti rawa</li> <li>• ōwehenga</li> <li>• pānga riterite</li> <li>• tau tōrunga</li> <li>• tōraro</li> <li>• tau māmā</li> <li>• tikanga paremata</li> <li>• whakarūnā</li> <li>• whakahekenga ōrau</li> <li>• hautanga nui ake i te kōtahi</li> <li>• tau hanumi</li> <li>• huri</li> <li>• whakaāwhiwhi</li> <li>• taupū</li> <li>• pūtakerua.</li> </ul>	<ul style="list-style-type: none"> <li>• mahere pūtea</li> <li>• mahere ahumoni</li> <li>• pānga riterite</li> <li>• tauwehe pātahi nui rawa</li> <li>• taurea pātahi iti rawa</li> <li>• tau māmā</li> <li>• tau toitū</li> <li>• tikanga paremata</li> <li>• whakarūnā</li> <li>• hoko harangote</li> <li>• whakahekenga ōrau</li> <li>• pū-10</li> <li>• taupū</li> <li>• pūtakerua</li> <li>• hautau māmā</li> <li>• tau tōpū</li> <li>• tau toitū</li> <li>• tau hiato</li> <li>• tauraro.</li> </ul>

## Tohu Ako: Tūārere 3: Tau 7–8 Te Roanga o te Kōrero

### Taurangi

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakaoti rapanga e hāngai ana ki ngā tauranga raupapa mā te whakamahi i ngā whakaaturanga maha pērā i ngā tūtohi, ngā kauwhata, ngā ture hoki.

#### Ngā Tini Mata o te Mātauranga

##### Te Whakawhānui Āhuatanga Tau

Tau 7 Kei te ako te mokopuna ki te:	Tau 8 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>tūhura whakareatanga kōaro (te tau me te tau huripoki) ki ngā tau whakarea.</li> </ul>	
<ul style="list-style-type: none"> <li>tūhura tāpiritanga kōaro hei tāpiri me te tango tauranga me ngā tau tōraro (tau takirua me ngā tauaro): h.t., <math>-6 + 8 = -6 + 6 + 2</math>.</li> </ul>	<ul style="list-style-type: none"> <li>whakamahi āhuatanga kōaro, herekore, tūmau, kōaro hoki ki ngā kīanga tae rā anō ki ngā tau tōraro.</li> </ul>
<ul style="list-style-type: none"> <li>whakaputa wawe i ngā meka matua ki te <math>10 \times 10</math> me ngā ture whakawehe mō te 2, 3, 5, 9, 10.</li> </ul>	<ul style="list-style-type: none"> <li>tautohu me te whakaahua ngā āhuatanga o ngā tau toitū me ngā tau hiato me te tūhura i ētahi atu ture whakawehetanga.</li> </ul>

#### Whārite me te Hononga

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>whakaahua me te whakamahi āhuatanga kōaro, herekore, tohatoha, h.t., <math>O \times \_ = \_ \times O</math>.</li> </ul>	<ul style="list-style-type: none"> <li>whakarūnā rautaki taurangi e whai wāhi ana ki ngā tapeke, ngā otinga, ngā rerekētanga me te whakawhānui hoki i ngā kīanga ki te āhuatanga tohatoha: h.t., <math>2(x + 3) + 1 = 2x + 6 + 1 = 2x + 7</math>.</li> </ul>
<ul style="list-style-type: none"> <li>kimi uara o tētahi kīanga, tētahi whārite rānei kua hoatu i ngā uara o ngā taurangirangi: h.t., tātaihia <math>w + 12</math> mehemea <math>w = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>kimi uara o tētahi kīanga, tētahi whārite rānei kua hoatu i ngā uara o ngā taurangirangi.</li> </ul>
<ul style="list-style-type: none"> <li>tautohu i te pāpātanga o te whiti me te uara o tētahi tauranga rārangi, ka tuhi ai i te whārite hei taurangi me ngā tohu taurangi hei tuhi i te ture, ā, whakamahia te ture ki te whakapae.</li> </ul>	<ul style="list-style-type: none"> <li>whakatau mēnā he tōtika te tauranga, ā, mehemea āe, tuhia te whārite mō te tauranga, ka whakamahi ai te whārite.</li> </ul>
<ul style="list-style-type: none"> <li>whakaatu i ngā pūāhua, i ngā pakitau rānei mā te whakamahi i te whārite, ngā tūtohi me ngā kauwhata XY.</li> </ul>	<ul style="list-style-type: none"> <li>whakaatu i ngā pūāhua, i ngā pakitau rānei mā te whakamahi i te whārite, ngā tūtohi me ngā kauwhata XY.</li> </ul>
<ul style="list-style-type: none"> <li>whai māramanga ki te pānga o tētahi taurangirangi ki te panoni i tētahi atu taurangirangi.</li> </ul>	<ul style="list-style-type: none"> <li>tautohu i te tikanga o tuaka pou, te tuaka pae, me ngā huinga takirua raupapa ki te whakaahua i te pānga o ngā taurangirangi ki te kauwhata</li> <li>tautohu i te pikitanga o te kauwhata rārangi hei whakaatu i te pānga kei waenganui i ngā taurangirangi.</li> </ul>

#### Whakaaro Pāhekoheko

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>waihanga, te whakamātau, te whakahou hoki i ngā hātepe e whai wāhi ana tētahi raupapatanga hātepe me tētahi whakataunga: h.t., whakamātau mena rānei e taea ana te whakawehe i ētahi tau ki te 2, 3, 4, 5, 9 or 10.</li> </ul>	<ul style="list-style-type: none"> <li>waihanga, te whakamātau, te whakahou hoki i ngā hātepe ki te tautohu, te whakamāori, te whakamārama hoki i ngā tauranga: h.t., whakarōpū tau hei tau toitū, hei tau tapatoru rānei.</li> </ul>

#### Ngā Tini Mata o Te Reo o Taurangi

E mōhio ana ki ngā kupu nei:	E mōhio ana ki ngā kupu nei:
<ul style="list-style-type: none"> <li>taurangi</li> <li>whārite</li> <li>huinga takirua raupapa</li> <li>kauwhata rārangi</li> <li>tūtohi</li> <li>tuaka pae</li> <li>tuaka pou</li> <li>whakamāori</li> <li>whakahou.</li> </ul>	<ul style="list-style-type: none"> <li>pānga rārangi torotika</li> <li>pānga rārangi kōpiko</li> <li>tuaka pae</li> <li>tuaka pou</li> <li>taurangirangi</li> <li>hātepe</li> <li>rautaki taurangi</li> <li>whakamāori</li> <li>whakahou.</li> </ul>

## Tohu Ako: Tūārere 3: Tau 7-8

## Te Roanga o te Kōrero

## Ine

## Ngā Tini Mata o te Ako

## Kei te ako te mokopuna ki te:

- whakamahi i ngā taputapu me ngā tātai māmā hei ine paenga, ine horahanga, ine rōrahi, ine moni me te ine wā
- whakarea me te whakawehe, waeine ngahuru whai pānga ki te 10.

## Ngā Tini Mata o te Mātauranga

## Tau 7

## Kei te ako te mokopuna ki te:

- whakatau tata, ka ine i te roa, te rōrahi, te kītanga, te papatipu, te paemahana, te raraunga pūrokiroki, te wā, me ngā koki mā te whakamahi waeine e whai take ana.
- kōwhiri me te whakamahi waeine e tika ana (h.t., mita (m), karamu (g), rita(l)) mō te pūnaha ngahuru me te whakamahi hoki i te kuhi (h.t., mitarau (cm), manokaramu (kg), ritamano(ml)) hei whakaatu i te rahi o ngā waeine.
- huri i ngā waeine o te roa, te papatipu me te kītanga mā te whakamahi i ngā tauoti me ngā tau ā-ira ki te whakaatu i tētahi huinga:  
h.t., 724 g = 0.724 kg.
- kimi i te tere mai i te tawhiti me te wā.

## Tau 8

## Kei te ako te mokopuna ki te:

- whakatau tata, kātahi ka ine i te roa, te rōrahi, te kītanga, te papatipu, te paemahana, te raraunga pūrokiroki, te wā, me ngā koki mā te whakamahi waeine e whai take ana.
- kōwhiri me te whakamahi waeine e tika ana mō te pūnaha ngahuru me te whakamahi hoki ngā kuhi hei whakaatu i te rahi o ngā waeine.
- huri i waenga i ngā waeine, me ngā waeine pūrua hoki.
- Kimi i te tawhiti mai i te tere me te wā, i te wā rānei mai i te tawhiti me te tere.

## Te Paenga, Te Horahanga, Te Rōrahi

## Kei te ako te mokopuna ki te:

- tātai i te paenga me te horahanga o ngā āhua pūhui kua hangā ki te tapatoru me te tapawhā hāngai.
- tautohu he ōwehenga auau te pānga o te paenga me te whitianga, te pūtoro rānei:  
h.t., 1 g = 1 ml = 1 cm<sup>3</sup>.

## Kei te ako te mokopuna ki te:

- tātai i te rōrahi o ngā poro tapatoru me ngā momo poro kua hangā ki ngā poro tapawhā hāngai.

## Te Wā

## Kei te ako te mokopuna ki te:

- pānui, te whakamāori me te whakamahi wātaka me ngā tūtohi e whakaatu ana i ngā whakamahukitanga ine.
- huri ki waenga i ngā waeine o te wā me te whakaoti rapanga wā e whai wāhi ana te hautanga o te wā.

## Kei te ako te mokopuna ki te:

- pānui, te whakamāori me te whakamahi wātaka me ngā tūtohi e whakaatu ana i ngā whakamahukitanga ine.
- e mōhio ana ki te tuhi me te whakaatu wā-24.

## Ngā Tini Mata o Te Reo o Ine

## E mōhio ana ki ngā kupu nei:

- inenga pāpātanga (h.t., i te km/h me te utu/kg)
- paenga
- horahanga
- rōrahi horahanga
- tapawhā hāngai
- kuhi (affix)
- mita (m)
- karamu (g)
- rita (l)
- mitarau (cm)
- manokaramu (kg)
- ritamano (ml).

## E mōhio ana ki ngā kupu nei:

- wā24-hāora
- poro
- Poro tapatoru
- tawhiti
- tere
- waeine
- waeine pūrua
- pūnaha
- kuhi
- roa
- rahi
- rōrahi
- kītanga
- papatipu
- paemahana
- raraunga pūrokiroki.

## Tohu Ako: Tūārere 3: Tau 7–8 Te Roanga o te Kōrero

### Āhuahanga

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakaingoa, te whakaahua, te tuhi hoahoa raumata mō ngā āhua ahu-3
- tā me te tuhi tukutuku, ngā takirua raupapa me ngā mahere māmā hoki hei whakaatu taunga
- whakaatu panoni ki runga i te tukutuku
- whai māramatanga ki ngā āhuatanga o ngā momo poro rerekē, ki te hoahoa i ngā momo poro me ngā hoahoa koeko raumata
- whakaahua i te taunga, te tuku ahunga mā te whakamahi i te pū tukutuku me ngā tohu matua o te kapehu
- hanga me te whakamārama i te hua o te panonitanga o te tauira.

#### Ngā Tini Mata o te Mātauranga

##### Ngā Hanga

Tau 7 Kei te ako te mokopuna ki te:	Tau 8 Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakarōpū hanga e ai ki tōna āhuatanga, me te whakaingoa i ngā rōpū hanga motuhake.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua tapatoru, tapawhā me ērā atu taparau e ai ki te hanga o ngā tapa, ngā hauroki me ngā āhuatanga koki.</li> </ul>
<ul style="list-style-type: none"> <li>• tautohu, me te whakaahua koki kei tētahi pūwāhi, ngā koki kei te rārango tōtika, me ngā koki tauaro poutū.</li> </ul>	<ul style="list-style-type: none"> <li>• kimi koki ki ngā pūāhua e whai koki ana kei tētahi pūwāhi, ngā koki ki te rārangi tōtika, ngā koki tauaro poutū, ngā koki whakaroto o ngā tapatoru me ngā taparau.</li> </ul>

##### Te Whakaaro Mokowā

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro, te waihanga, te tuhi mahere mō ngā poro 3D ki nga hanga poro, ā-rorohiko, a pepa tukutuku; tirohanga mai i mua, mai i muri, mai i runga, mai i raro, mai i te taha matau, mai i te taha mauī.</li> </ul>	<ul style="list-style-type: none"> <li>• whakaahua ā-hinengaro me te tuhi raumata mō ngā poro e whiwhi wāhanga whakawhiti.</li> </ul>
<ul style="list-style-type: none"> <li>• whakarerekē i te rahi o tētahi āhua ki tētahi tauoti, ki tētahi hautanga waetahi iti ake i te kotahi rānei hei panoni hanga ahu-2 me ngā hanga hiato</li> <li>• whakamahi i ngā āhua Toi Māori: h.t., kōwhaiwhai hei waihanga tauira panoni.</li> </ul>	<ul style="list-style-type: none"> <li>• āhukahuka i ngā āhuatanga pūmau o ngā hanga ahu-2 me te ahu-3 ki ngā panoni rerekē</li> <li>• whakarahi me te whakaiti hanga ki te taurahi</li> <li>• mōhio ki te pānga kei waenga i te taurahi, te horahanga me te rōrahi</li> <li>• whakahono pānonitanga: h.t., te nekehanga me te whakaatatanga</li> <li>• whakamahi i ngā āhua Toi Māori pērā i te kōwhaiwhai hei waihanga tauira panoni.</li> </ul>

##### Te Tūnga me te Ahunga

Kei te ako te mokopuna ki te:	Kei te ako te mokopuna ki te:
<ul style="list-style-type: none"> <li>• whakamāori me te whakawhiti kōrero mō ngā tūnga me ngā ahunga o ngā taunga, ine koki, me ngā ahunga matua e 8 o te kapehu: h.t., 45° = rāwhiti mā raki.</li> </ul>	<ul style="list-style-type: none"> <li>• whakamahi mahere āwhata, ahunga kapehu, tawhiti ka huri ai ki te whakamāori me te whakawhiti kōrero mō ngā tūnga, ngā ahunga me ngā tukutuku tūnga tohutoro.</li> </ul>
<ul style="list-style-type: none"> <li>• tuku tohutoro mā ngā putu. Kei 0° te raki, ka haere whakatekaraka ngā putu. E 360° te katoa o ngā putu. Kei 90° te rāwhiti, kei 270° te uru. Ka whakamahi i ngā pito ō te kapehu e te kaiwhakatero ki te urungi i ngā waka.</li> </ul>	<ul style="list-style-type: none"> <li>• tikanga o te ara kapehu e whakahaere nei i tētahi mea, te wāhi e arotia ana rānei. Ko te koki te inenga o ngā putu e ahu ana ki tētahi pūwāhi. Ka whai whakatekaraka ngā putu mai i te rārangi raki.</li> </ul>

## Tohu Ako: Tūārere 3: Tau 7-8

## Te Roanga o te Kōrero

## Āhuahanga

## Ngā Tini Mata o Te Reo o Āhuahanga

Tau 7 E mōhio ana ki ngā kupu nei:	Tau 8 E mōhio ana ki ngā kupu nei:
<ul style="list-style-type: none"> <li>• taurahi</li> <li>• tauiti</li> <li>• ōwehenga</li> <li>• koki whakaroto</li> <li>• koki tauroto</li> <li>• āwhata</li> <li>• tirohanga (mai i) runga</li> <li>• tirohanga (mai i) mua</li> <li>• tirohanga (mai i te) matau</li> <li>• tirohanga (mai i te) mauī</li> <li>• panoni</li> <li>• hanga hiato</li> <li>• tūnga</li> <li>• ahunga</li> <li>• koki tauaro poutū</li> <li>• ā-rorohiko</li> <li>• putu.</li> </ul>	<ul style="list-style-type: none"> <li>• koki tāhapa</li> <li>• koki hāpūpū</li> <li>• koki rārangi</li> <li>• koki huripū</li> <li>• koki rāwaho</li> <li>• koki whakahāngai</li> <li>• koki whakarārangi</li> <li>• koki whakahuripū</li> <li>• koki tauaro</li> <li>• koki whakaroto</li> <li>• koki tauroto</li> <li>• koki taurite</li> <li>• koki tauwhiti</li> <li>• tāroa</li> <li>• wāhanga whakawhiti</li> <li>• whakaatatanga</li> <li>• nekehanga</li> <li>• whakarahi</li> <li>• whakaiti</li> <li>• taurahi</li> <li>• tauiti</li> <li>• horahanga</li> <li>• rōrahi</li> <li>• raumata</li> <li>• koki tauaro poutū.</li> </ul>

## Tohu Ako: Tūārere 3: Tau 7–8 Te Roanga o te Kōrero

### Tauanga

#### Ngā Tini Mata o te Ako

##### Kei te ako te mokopuna ki te:

- whakarite i ngā pātai whakatairite e hāngai ana ki ngā raraunga matarua, ngā raraunga matatini, ngā raraunga houanga hoki
- waihanga me te whakamāori kauwhata rārangi, kauwhata pouhere, kauwhata pou hiato
- whakarite i ngā pātai tūhura mō ngā pāpori whānui
- kohikohi me te whakaatu i ngā raraunga tataua mā te whakamahi whakaari raraunga ki te kimi tauira i roto, i waenga, kei tua hoki o ngā raraunga, ka tautohu i ngā āhuatanga rerekē
- āhukahuka mēnā rānei me whakapai i ngā raraunga me te matapaki i te pūtake o ngā rerekētanga o ngā raraunga
- matapaki i ngā kitenga mā te whakamahi i ngā whakaari tika e hāngai ana ki tētahi horopaki.

#### Ngā Tini Mata o te Mātauranga

##### Te Whakarite Rapanga

###### Tau 7

##### Kei te ako te mokopuna ki te:

- tūhura, te whakarāpopoto me te whakataurite mokowā me te pānga o ngā pūāhua mō ngā raraunga whakarōpū mā te whakamahi raraunga matatini;
  - whakarite pātai tūhura mō ngā take ā-hapori
  - whakapae, tāpae rānei i ngā kitenga.

###### Tau 8

##### Kei te ako te mokopuna ki te:

- tūhura, te whakarāpopoto me te whakataurite mokowā me te pānga o ngā pūāhua mō ngā raraunga whakarōpū mā te whakamahi raraunga matatini;
  - whakarite pātai tūhura mō ngā take ā-hapori
  - whakapae, tāpae rānei i ngā kitenga.

##### Te Whakamahere

##### Kei te ako te mokopuna ki te:

- whakamahere me pēhea te kōhi me te kimi raraunga ki te whakautu pātai tūhura me te:
  - whakataua, te tautohu rānei i ngā taurangirangi e hiahiatia ana
  - whakamahere me pēhea te kōhi raraunga mō ia taurangirangi (h.t., me pēhea te ine i ngā taurangirangi), te kimi rānei i pēhea i kohia ai
  - tautohu i te rōpū e arohia ana, tautohu rānei i a wai te raraunga
  - aro ki ngā tikanga matatika o te kōhi raraunga mā te whakarite pātai mō te āhua o ngā raraunga, te āhua o ngā tikanga kōhi raraunga anō hoki
  - tautohu i ngā taurangirangi me te whakarite mahere e whakamahi ai ōngā tirohanga tauanga.

##### Kei te ako te mokopuna ki te:

- whakamahere me pēhea te kōhi me te kimi raraunga ki te whakautu pātai tūhura me te:
  - whakataua, te tautohu rānei i ngā taurangirangi e hiahiatia ana
  - whakamahere me pēhea te kōhi raraunga mō ia taurangirangi (h.t., me pēhea te ine i ngā taurangirangi), te kimi rānei i pēhea i kohia ai
  - tautohu i te rōpū e arohia ana, tautohu rānei i a wai te raraunga
  - aro ki ngā tikanga matatika o te kōhi raraunga mā te whakarite pātai mō te āhua o ngā raraunga, te āhua o ngā tikanga kōhi raraunga anō hoki
  - whakataua i ngā taurangi hei ine me ngā waeine e hāngai ana
  - whakataua me pēhea te ine taurangi.

##### Te Kōhi Raraunga

##### Kei te ako te mokopuna ki te:

- kōhi raraunga me te:
  - kimi hapa ka whakatika ai, mena he hapa
  - whakarite i te papakupu raraunga hei āwhina i ētahi ki te whai māramatanga ki ngā whakamahukitanga whai tikanga mō tētahi horopaki.

##### Kei te ako te mokopuna ki te:

- kimi raraunga kua kohia kētia e tētahi tangata, tētahi kamupene, te aha rānei me te whakamārama i ngā taurangirangi ki ngā papakupu raraunga.

##### Te Tātari me te Whakataua

##### Kei te ako te mokopuna ki te:

- waihanga me te whakaahua i ngā whakaaturanga mō te whakarāpopoto, whakatairite, pānga, tūhura houanga me te kōtui horopaki me ōna āhuatanga
- whakahono me te matapaki i te horopaki hei whakautu i te pātai tūhuratanga ki ngā taunaki o te tātari
- whakatairite kitenga, ngā whakapaenga tuatahi, ngā tāpaetanga rānei, ki ngā mātauranga o te ao i tēnei wā nei
- matapaki i ngā kitenga o te horopaki hei whakautu i te pātai tūhura mā te whakamahi i ngā taunakitanga o te tātari.

##### Kei te ako te mokopuna ki te:

- waihanga me te whakaahua i ngā whakaaturanga mō te whakarāpopoto, whakatairite, pānga, tūhura houanga mā te whakamahi i ngā whakaaturanga hūhū me te kōtui horopaki me ngā tirohanga rerekē o ōna āhuatanga
- tūhonohono, te whakawhiti kōrero mō te horopaki hei whakautu i te pātai tūhuratanga ki ngā taunaki o te tātari
- whakatairite kitenga, ngā whakapaenga tuatahi, ngā tāpaetanga rānei, ki ngā mātauranga o te ao i tēnei wā nei
- matapaki i ngā kitenga o te horopaki hei whakautu i te pātai tūhura mā te whakamahi i ngā taunakitanga o te tātari me ngā tapae kōrero tūtahi.

**Tohu Ako: Tūārere 3: Tau 7-8**  
**Te Roanga o te Kōrero**

**Tauanga**

**Ngā Tini Mata o Te Reo o Tauanga**

Tau 7 E mōhio ana ki ngā kupu nei:	Tau 8 E mōhio ana ki ngā kupu nei:
<ul style="list-style-type: none"> <li>• tau toha ōrite</li> <li>• tau waenga</li> <li>• tau tānui</li> <li>• inenga whānui</li> <li>• tuari</li> <li>• tāpaetanga kōrero</li> <li>• taunaki</li> <li>• taupori</li> <li>• tīpako</li> <li>• matapōkere.</li> </ul> <p>E mōhio ana ki te whakamahi i te kauwhata pou whakaapaapa me te kauwhara pouhere ki te whakaari raraunga.</p>	<ul style="list-style-type: none"> <li>• tōtika</li> <li>• haukume</li> <li>• tikanga</li> <li>• matatika</li> <li>• kauwhata pouhere</li> <li>• raraunga motukore.</li> </ul> <p>E mōhio ana ki te whakaari raraunga mā te whakamahi i tētahi kauwhata pouhere.</p>

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## Tohu Ako: Tūārere 3: Tau 7–8

### Te Roanga o te Kōrero

#### Tūponotanga

##### Ngā Tini Mata o te Ako

#### Kei te ako te mokopuna ki te:

- tautohu me te whakamārama i ngā hapa kei roto i ngā kīanga me ngā tūhura tauanga o ētahi atu
- tautohu he nui ake rānei, he iti iho rānei, te putanga o tētahi pāpono mā te tuhi nahanaha i ngā whakamātau tūponotanga.

##### Ngā Tini Mata o te Mātauranga

#### Tau 7

#### Kei te ako te mokopuna ki te:

- whakamahere me te whakahaere whakamātau tūponotanga mō ngā pūāhua tūpono me te whakahaere i te maha o nga whakamātau mā te whakamahi hangarau:
  - whakatakoto pātai tūhura
  - tautohu, ka whakapae ai i ngā putanga mō ngā pātai kua whakatakotoria
  - whakatau i te maha o ngā whakamātau me ngā momo hangarau ka whakamahia me te tikanga tuhi o ngā putanga
  - kōhi me te tuhi raraunga
  - waihanga whakaaturanga raraunga ki te tuku i ngā putanga o ngā whakamātau tūponotanga me ngā putanga kei hua o ngā tauira tūponotanga tātai
  - whakaahua i ngā whakaaturanga
  - kimi i ngā whakataunga tūponotanga mō ngā putanga rerekē
  - whakapae putanga tātai me te tūponotanga herekore mō ngā pūāhua kāore ōna tauira tātai
  - tautohu i nga ōritenga me ngā rerekētanga i waenga i ngā kitenga me ngā kitenga a ētahi atu
  - arohaehae i ngā putanga e hiahiatia ana
  - tautohu i ngā ōritenga me ngā rerekētanga kei waenga i ngā kitenga mai i ngā whakamātau tūponotanga me ngā ariā tūponotanga e hāngai ana.

#### Tau 8

#### Kei te ako te mokopuna ki te:

- whakamahere me te whakahaere whakamātautau tūpono mō ngā pūāhua tūpono tae atu ki te whakahaere i te maha o nga whakamātautau ki te whakamahi hangarau mā te:
  - whakatakoto pātai tūhura
  - tautohu, ka whakapae i ngā putanga mō ngā pātai kua whakatakotoria
  - whakatau i te maha o ngā whakamātau, ngā momo hangarau ka whakamahia me te tikanga tuhi o ngā putanga
  - kōhi me te tuhi raraunga
  - waihanga whakaaturanga raraunga ki te tuku i ngā putanga i ngā whakamātau tūponotanga me ngā whakataunga mō ngā tātai tūponotanga e hāngai ana
  - whakaahua i ngā whakaaturanga
  - kimi i ngā whakataunga tūponotanga mō ngā putanga rerekē
  - whakapae putanga tātai me te tūponotanga herekore mō ngā pūāhua kāore ōna tauira tātai
  - tautohu i nga ōritenga me nga rerekētanga i waenga i ngā kitenga me ngā kitenga a ētahi atu
  - arohaehae i ngā putanga e hiahiatia ana
  - tautohu i ngā ōritenga me ngā rerekētanga kei waenga i ngā kitenga mai i ngā whakamātau tūponotanga me ngā ariā tūponotanga e hāngai ana.

##### Te Arohaehae Whakaaro Tūponotanga

#### Kei te ako te mokopuna ki te:

- whakaae, whakahē rānei ki ngā whakatau a ētahi atu mā te tuku tūpātai mō ā rātau whakamātau tūpono.

#### Kei te ako te mokopuna ki te:

- whakaae, whakahē rānei i nga whakatau a ētahi atu mā te ruku hōhonu ake ki ngā whakaaro pāngarau hei tūpātai, hei whakamārama hoki i ngā whakamātau tūpono.
- āhukahuka i ngā kerēme, ngā pōhēhē rānei e pā ana ki ngā pūāhua tūponotanga.

##### Ngā Tini Mata o Te Reo o te Tūponotanga

#### E mōhio ana ki ngā kupu nei:

- taurangitanga
- tuari
- haukume
- tōkeke
- putanga tātai
- tauira tātau
- putanga
- whakamātau tūponotanga
- whakamātau.

#### E mōhio ana ki ngā kupu nei:

- pūāhua
- tūponotanga
- pāpono
- whakamātau
- whakaaturanga raraunga
- whakamātau tūponotanga
- ariā tūponotanga.

# Hei Tautoko i Te Ako

## Tikanga Whakaako

### Kia taea ai te katoa te ako:

Me whai wāhi ngā mokopuna tau 0-8 katoa, ki te ako Pāngarau mō te kotahi hāora ia rā. Ka hua pea mai te kotahi hāora nei i ngā akoranga motuhake, i te kōtui kaupapa ako, ki ētahi atu wāhanga ako rānei o te marautanga.

### Te whakamahere me te whakaako mā te:

- whakarite wheako ki te whakaoti rapanga
- whakamahi pānga kupu (h.t., ngā kupu e mōhiotia ana, ngā huatau pāngarau kua ākona kētia, ngā hoahoa me ngā rauemi)
- urutau mahi (h.t., tīmata ki ngā tau e mōhiotia ana, nāwai rā, ka whanake ake)
- tuku pātai hei ārahi i ō rātou whakaaro me te whakatītina i ngā hononga
- whakawhāiti i te mātauranga kia iti iho ngā wāhanga hei ako
- whakatakoto whakaaro mā te whakamahi whakaaturanga me ngā rauemi
- āta ako horipū, whakatauirā, ka whakaū ai
- whakarerekē i te horopaki ki tētahi e mōhiotia ana e ngā mokopuna.

### Te tautoko ākongā ki ngā tīrewa:

- whakarite akoranga kiritahi o ngā rautaki whāiti e whanake ai te mokopuna
- te whakapātaritari me te tuku pātai ki te whakahono i te mokopuna ki ngā akoranga o mua
- te ui atu ki te mokopuna ki te pānui anō me te whakapuaki anō i te rapanga ki ā rātou ake kupu
- ako ki te aroturuki i āna mahi, ka tuku pātai e whai māramatanga ai ia
- te whakamahi whakaaturanga me ngā rauemi hei honohono ki ngā huatau pāngarau (h.t., te whakamahi poro, ngā porotiti me ngā anga tekau)
- te whakamātau whakaahuatanga anō mei kore tētahi e tau ki te mokopuna
- te whakatītina i te mokopuna ki te mahi ā-tinana (h.t., te hikoi ki runga i tētahi rārangi tau)
- te akiaki i te mokopuna ki te tuhi pikitia o te whakaaro, o te rapanga pāngarau rānei
- te akiaki i te mokopuna ki te ako hautau hou mā te whakamahi i āna mōhiotanga ki ngā huatau kua akona kētia
- te āwhina i te mokopuna ki te whai hononga ki ngā kupu e mōhiotia ana mā te whakatairanga me te whakapiri ki te pātū o te wāhi ako
- te ako ngātahi, te ako arahanga rānei ki te whai hātepe mō te whakaoti mahi.

### Te whakarōpū mokopuna:

- me whakamahi i te rautaki whakarōpū mokopuna i runga anō i te kaupapa o te akoranga pāngarau, o te hiahia ako hoki kua e mau roa i ngā ākongā ki aua rōpū
- ka taea te whakarōpū mokopuna ki ngā whakaritenga rerekē i te akoranga kotahi (h.t., ka mahi tahi te katoa i te tuatahi, ka wehe ai ki ngā rōpū rerekē hei tūhura pūāhua pāngarau).

### Ngā rautaki whakaako: He tauira noa

<p><b>Whakarite wā kia taea ai ngā ākongā te whakahāngai mātauranga pāngarau</b></p>	<ul style="list-style-type: none"> <li>• Ka ako ngā mokopuna mā te mahi, te kōrero, te tuhi me te waihanga.</li> <li>• Me whakamahere he wā mō ngā mokopuna ki te whakaū i ngā mea i ākona e rātou mā te mahi anō i te tukanga, te mahi rānei i whakaatuhia e te kaiako, ka neke ai i ngā pūāhua e mōhiotia ki ngā pūāhua hou.</li> <li>• Kia kaha ki te whakarite akoranga kia taea ai e te mokopuna te whakaoti rapanga mā te whakamahi tikanga whakaaroaro.</li> <li>• Me whakatauirā ngā rapanga mā te whakamahi rauemi, e hono ana ki ngā whakaahuhanga. Tautokohia ngā mokopuna ki te whakaopti rapanga mās te tautohu i ngā kupu matua, i ngā tūmahī me ngā paheko.</li> <li>• Me whakarite tūmahī mō ngā horopaki e mōhiotia ana e te mokopuna; ht, Tekau mā rua tamariki, he ngeru ā rātou. Tokowhitu tamariki, he kurī ā rātou. E hia katoa ngā mōkai?</li> </ul>
<p><b>Whakaakohia, tonohia ngā mokopuna ki te pupuri i ngā tūnaki ā rātou akoranga</b></p>	<ul style="list-style-type: none"> <li>• Tautokona ngā mokopuna ki te tuhi, te arotake, te hono, me te whakahiato whakaaro e tika ana.</li> <li>• Ka ui atu ki ngā mokopuna ki te whakaputa i ō rātou whakaaro mā te whakamārama, te whakaahua, ā-kupu, ā-tohu, ā-pikitia, ā-tauira me ā rātou mahinga rānei.</li> <li>• Whakamaherehia ngā wā maha i te wiki mō ia mokopuna ki te ako i te reo pāngarau mā te waihanga whakaaturanga tūtohi, he tūtohi taunga, te whakaingoa me te tuhi ki roto i ā rātou pukapuka, rorohiko, pūrere matihiko rānei.</li> <li>• Tautokona ngā mokopuna ki te whakarite i ō rātou whakaaro. Ka taea e ngā mokopuna te tuhi kupu, te whakaoti rapanga, te whakarāpopototanga me te huritao i ō rātou akoranga pāngarau, tēnā pea hei kupu, hei tohu pāngarau me te whānuitanga o ngā whakaaturanga.</li> <li>• Tautokona ngā mokopuna mā te rautaki ako “Whakapuaki Whakaaro” ki te whakaahua tau, āhua rānei ki te hanga, ki te tā rānei ā rātou urupare. Hei tauira. E whakaaro ana ahau ki tētahi āhua ahu-2, e whā ōna tapa, e rua o aua tapa he poto, e rua he roa. Tāngia, whakaingoa hoki ngā wahanga e ai ki tāu e whakaaro ana.</li> </ul>

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# Pāngarau Kuputaka

## A

ahu-3	3-dimensional
ahu-2	2-dimensional
āhuatanga pūmau	invariant property
aromātai	to evaluate
aroturuki	monitor

## H

hātepe	steps; algorithm
hononga	relationship
hōpara	explore
horopaki	context
huritao	reflect upon

## K

kīanga	phrase; expression
kīanga taurangi	algebraic expression
kitenga	finding
kōwhiringa	option; choice

## M

māramatanga	understanding
matike	arise

## O

otinga	outcome; effect
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## P

pākiki	curious
pānga rārangi	linear relationship
panoni	transformation; change
pāpātanga	rate
pāpono	event
parahau	justify
pūāhua	situation (like context)
pūhui	compound
pūkenga	skill
pūnaha	system
pūtahitanga	institution
pūtake	purpose
putanga, putanga iho	outcome

## R

rahinga	quantity
rārangi whakarara	parallel lines
raraunga houanga	time series data
raraunga matarua	bi-variate data
raraunga motumotu	discrete data
raraunga whakarōpū	category data
raumata	net (of a solid shape)
rautaki	strategy
rawa	natural resources; resource; materials

## T

takahuri	amend; alter; change
takirua raupapa	ordered pair

**tāpaetanga kōrero**

**tāpua**

**taputapu**

**tau hiato**

**tau toitū**

**tau tōpū**

**tauirā raupapa**

**tauirā tāruarua**

**taunaki (-tanga)**

**taupori**

**taupū**

**taurangi**

**taurea**

**taurite**

**tautohe(tia)**

**tautohu**

**tauwehe**

**tāwariwari**

**tipu**

**tirohanga**

**tō**

**tohu**

**toitū**

**torotoro**

**tūāhua**

**tuakiri**

**tūāpapa**

**tūārere**

**tuhi**

**tūhuratanga tauanga**

**tukutuku**

## U

**uara**

**urutau**

## W

**wahapū**

**waihanga**

**wāwāhi**

**whai wāhi (ki) ...**

**whakaahua**

**whakaahuhanga**

**whakaari raraunga**

**whakaata**

**whakaawhiwhi**

**whakamahi**

**whakamātau tika**

**whakaoti rapanga**

**whakatakoto**

**whakataurite**

**whakatinana**

**whakatutuki (matea tangata)**

**whakauru**

**whakaute**

**wheako**

assertion

significant

tool; instrument

complex number

prime number

integer

sequential pattern

repeating pattern

evidence

population

exponent

variable; algebra

multiple

equilibrium

contested

identify

factor

flexible

plant

perspective

pull

symbol

lasting; sustainable

explore

description of a person or thing

identity

foundation; basis

phase

record

statistical investigation

grid

value

adapt

articulate

shape; devise; create

partition

participate; have opportunity

describe

representation

data display

reflect

round (a number)

use; apply

fair test

problem-solving

outline; propose

compare; contrast

implement

meet (peoples' needs)

engage; insert; include

respectful

experience

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Te Tāhuhu o  
te Mātauranga  
Ministry of Education



Te Poutāhū  
Curriculum Centre

# Wāhanga Ako Pāngarau

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## Direction for school boards about requirements

### Kura and schools must give effect to the Pāngarau Wāhanga Ako Years 0–8

The *Pāngarau Wāhanga Ako Years 0–8* is published by the Minister of Education, Hon Erica Stanford, under section 90(1) of the Education and Training Act 2020 as a foundation curriculum policy statement and a national curriculum statement.

The sections which are made as national curriculum statements are *Whenu* and *Tohu Ako* (excluding *Mā te Kaiako*). These set out what students are expected to learn over their time at school, including the desirable levels of knowledge, understanding, and skill to be achieved.

The rest (including *Mā te Kaiako* within the *Tohu Ako* section) is made as foundation curriculum policy statements. These set out expectations for teaching, learning and aromatawai that underpin the national curriculum statements and give direction for effective Pāngarau teaching and learning programmes.

The statements come into force on **1 January 2025** and replace the 2010 Pāngarau national curriculum statement (*wāhanga ako*) **for students in years 0–8**. Other existing national curriculum statements for *Te Marautanga o Aotearoa (2010)* remain in place.<sup>1</sup>

These are the statements of official policy in relation to the teaching of Pāngarau that give direction to each school's curriculum and aromatawai responsibilities (section 127 of the Education and Training Act 2020) (the Act), teaching and learning programme (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations). As required under these sections of the Act, school boards must make sure that their school's principal and staff develop and implement teaching and learning programmes that give effect to these statements.

### What is required?

Kura and schools must be able to demonstrate that they have used these statements when planning what and how to teach Pāngarau for students in years 0–8. This includes teachers:

- using the year-by-year teaching sequence in *Tohu Ako* to inform what to teach and when, based on their students' prior learning

- including all the pedagogical guidance and teaching strategies, including *Mā te Kaiako* and *Te Roanga o te Kōrero* for *kaiako* in their teaching practice
- using aromatawai to ascertain their students' progress and achievement for Pāngarau based on the *Tohu Ako* progress outcomes.

Teachers should continue to use their professional judgement to adapt their teaching and learning programmes to their students' needs - which may mean that some students learn at a different part of the teaching sequence than their year level. If students need extension beyond year 8 for the Pāngarau *wāhanga ako*, teachers should use the Curriculum Levels 5 and above in the 2010 Pāngarau national curriculum statement (*wāhanga ako*).

### Pānui, tuhituhi, and pāngarau teaching time requirements<sup>2</sup>

The teaching and learning of *pānui*, *tuhituhi*, and *pāngarau* is a priority for all schools. So that all students are getting sufficient teaching and learning time for *pānui*, *tuhituhi*, and *pāngarau*, each school board with students in years 0 to 8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables for delivering the National Curriculum Statements, including this one, to provide:

- 10 hours per week of teaching and learning focused on supporting their progress and achievement in *pānui* and *tuhituhi* in a typical school week, recognising the important contribution oral language development makes, particularly in the early phases of learning.
- 5 hours per week of teaching and learning focused on supporting their progress and achievement in *pāngarau* in a typical school week.

Where *pānui*, *tuhituhi*, and/or *pāngarau* teaching and learning time is occurring within the context of National Curriculum Statements other than Pāngarau (years 0–8, 2024) or Pāngarau (2010 curriculum, level 5 up), progression of students' *pānui*, *tuhituhi*, and/or *pāngarau* dispositions, knowledge and skills at the appropriate level must be explicitly and intentionally planned for and attended to.

While the terms *pānui* and *tuhituhi* are used, these expectations are inclusive of alternative methods of communication, including New Zealand Sign Language, augmentative and alternative communication (AAC) and Braille.

<sup>1</sup> <https://gazette.govt.nz/notice/id/2009-go8814>

<sup>2</sup> <https://gazette.govt.nz/notice/id/2023-go5904>

Te Iho o  
**Pāngarau**





'Kei hopu tāu ringa ki te aka tāepa,  
engari kia mau ki te aka matua'

## Te Iho

Pāngarau serves as a bridge between the Māori world and the world of mathematics, positioning the mokopuna at the beginning of a learning journey that fosters a successful future. The mathematical principles and processes ground a person in their identity while connecting them to the broader world.

## Purpose

This learning area fosters mokopuna who are empowered to contribute holistically to their communities. Mokopuna learn to weave language, dispositions, processes, knowledge, and skills of pāngarau with their mathematical counterparts in ways that are logical, purposeful, and usable across mathematical knowledge areas. This supports mokopuna to explore, understand and participate in their world locally, nationally, and globally.

Pāngarau supports Māori use of mathematics for Māori purposes. Kaiako, whānau, hapū and iwi support mokopuna to make beneficial future decisions by connecting their pāngarau learning to other areas where mathematics is useful, including other wāhanga ako, and career pathways.

Teaching and learning of pāngarau has a deliberate focus on ensuring mātauranga, tikanga, and kaupapa Māori perspectives of whānau, hapū, iwi, and hāpori contribute to what is taught and learnt. Te reo, mātauranga Māori and kaupapa a-iwi provide the foundations for developing pāngarau teaching and learning, whilst encouraging mokopuna to be critical thinkers.

Proactively released

## Pāngarau Processes

Mathematicians use pāngarau processes to make sense of situations and to solve problems. Kaiako and whānau support is an integral part of helping mokopuna to confidently engage with mathematical processes, particularly for their futures. Mokopuna use mathematical processes to learn and apply mathematical knowledge and skills. They also support mokopuna to connect mathematical knowledge, language, procedures, and rules with their environment. Investigating situations, problem-solving, and communicating have strong links to all the other pāngarau processes.

Pāngarau processes reflect tīpuna ways of knowing, being and doing. Mokopuna use these processes to understand and solve problems based on both theoretical and real-world scenarios. Like their tīpuna, mokopuna develop their ability to confidently draw conclusions, communicate findings and justify their reasoning while analysing situations from different perspectives.

By working with their peers, mokopuna reflect on their own thinking and the thinking of others, consciously adjusting their strategies to improve the accuracy and efficiency of their findings. Mathematical processes cannot be separated from the knowledge and skills that mokopuna acquire. Mokopuna must problem solve, communicate, reason, and reflect, as they develop the knowledge, the understanding of concepts, and the skills required in all the strands at any age<sup>1</sup>.

<sup>1</sup> *New Math Curriculum for Grades 1-8*. (June 2020). Government of Ontario.  
<https://www.ontario.ca/page/new-math-curriculum-grades-1-8>

## Pāngarau Processes

Investigating situations	Representing situations	Connecting situations	Generalising findings	Explaining and justifying findings
<ul style="list-style-type: none"> <li>• Pose a question for investigation.</li> <li>• Find entry points for addressing a question, identifying relevant prior knowledge, facts, and relationships.</li> <li>• Plan an investigation pathway and follow it step by step.</li> <li>• Monitor and evaluate progress, adjusting the investigation pathway where necessary.</li> <li>• Make sense of findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use representations to find, compare, explore, simplify, illustrate, prove, and justify patterns and variations.</li> <li>• Use representations to learn new ideas and explain ideas to others.</li> <li>• Investigate conjectures, and support arguments.</li> <li>• Select, create, or adapt appropriate mental, oral, physical, virtual, graphical, or diagrammatic representations.</li> <li>• Use visualisation to mentally represent and manipulate objects and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest connections between ideas and approaches.</li> <li>• Suggest connections between different representations.</li> <li>• Connect new ideas to prior knowledge.</li> <li>• Make connections with ideas in other learning areas and in familiar cultural, linguistic, and historical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and explore patterns, make conjectures, and draw conclusions about them.</li> <li>• Identify relationships, including similarities, differences, and new connections.</li> <li>• Look for patterns and regularities that might be applied to another situation or always be true.</li> <li>• Make and test conjectures, using reasoning and counter examples to decide if they are true or not.</li> <li>• Use appropriate symbols to express generalisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Make statements and give explanations based on observations or data.</li> <li>• Make statements and give explanations based on knowledge, definitions, and rules.</li> <li>• Critically reflect on others' thinking, evaluating their logic and asking questions to clarify and understand.</li> <li>• Use evidence, reasoning, and proofs to explain agreement or disagreement with statements.</li> <li>• Develop collective understanding by sharing, comparing, contrasting, critiquing, and building on ideas with others.</li> <li>• Present reasoned explanations and arguments for an idea, solution, or process.</li> </ul>

# Perspectives

Pāngarau provides mokopuna with a range of perspectives, tools, and processes to encourage critically informed decision-making; supporting mokopuna to actively contribute to their whānau and communities as Māori and global citizens with mana motuhake.

Pāngarau views the teaching and learning of mathematics in the following ways:



## Whakapapa

Pāngarau is connected to whakapapa, reflecting the depths of ancestral knowledge and historical information that has been handed down from generation to generation.



## Tūrangawaewae

Pāngarau is a bridge linking us to our cultural identity, reminding us that mathematics is enhanced when grounded in the place we call home and the connections we share with our ancestors and community.



## Mana Motuhake

Pāngarau provides opportunities for mokopuna to engage with mathematical practices that reflect their values and aspirations.



## Kaitiakitanga

Pāngarau encourages us to be stewards of knowledge that is both a taonga and a vital resource, emphasising our responsibility to protect and sustain the practices that allow us to understand and manage our world effectively.



## Whanaungatanga

Pāngarau fosters the creation of a shared framework of knowledge and problem-solving that strengthens relationships and collaboration.

# Structure

## Strands

**Pāngarau has four strands:**

- Explorer of the world through pāngarau | HE TANGATA tūhura ki te ao.
- Descendant who sustains Māori knowledge from the past, into the present and onto the future | HE URI WHAKAHEKE ki te whai ao.
- Communicator of pāngarau ideas and knowledge | HE PUNA KŌRERO o te reo pāngarau.
- Learner who critically draws from pāngarau to thrive in life | HE ĀKONGA mauri oho.

These strands contribute to the **Pou Matua** and the four outcomes of the curriculum.



**He Tangata tūhura ki te ao**

Mokopuna develop their approaches and skills using a pāngarau investigative process that becomes more sophisticated as they develop their dispositions and knowledge. They will learn to identify situations where pāngarau can support them to plan mathematical investigations and/or solve problems. They will learn how to ask good mathematical questions and plan with close support from their kaiako until they gradually demonstrate movement towards the independence needed for mathematical subjects in wharekura.

### He Uri Whakaheke ki te whai ao

Mokopuna focus on how mathematics tikanga, mātauranga and reo can support them to maintain and sustain tikanga, mātauranga and reo Māori (and vice-versa) when they learn and use pāngarau.

### He Puna Kōrero o te reo pāngarau

Mokopuna investigate and draw from their inherent knowledge, helping them to represent, model, discuss and demonstrate what they are doing mathematically.

### He Ākongā mauri oho

Mokopuna use pāngarau content knowledge to investigate and think about situations and/or problems where mathematics is helpful and beneficial for the future aspirations of the mokopuna, their whānau, hapū and iwi.

## Toi Mokopuna

Toi Mokopuna describe the dispositions and attributes of learners studying pāngarau. They reflect the aspirations of whānau, hapū, and iwi, the desired outcomes of learning pāngarau, and the rationale for each strand. The dispositions remain the focus of learning across the phases and provide clarity for teachers and learners about the purpose of the knowledge, skills, understandings and learning experiences embedded in each strand.

Strands	HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
Toi Mokopuna	Mokopuna are flexible, interested, curious, collaborative, creative and reflective investigators, willing to test strategies to solve problems for the school, themselves, their whānau, hapū and iwi.	Mokopuna are agile thinkers like their ancestors. Pāngarau ways of thinking and doing have been passed to them and will be passed on to others.	Mokopuna are confident and articulate in their reasoning, explaining and communicating mathematical ideas and concepts, and are interested in the role of mathematics and its value as a different type of language.	Mokopuna are persistent and reflective, monitoring and adjusting their own thinking and performance by contextualising and identifying patterns and connections, constructing mathematics and their worlds.

## A Progression of Pāngarau Learning

Pāngarau shows a progression of development across five phases from Year 0 to Year 13. At each phase there are four key objectives, one per Toi Mokopuna. The key objectives signal the focus of learning at that phase and have been determined according to the most significant learning required at each phase.

Each learner learns at their own pace and in their own way. Therefore, it is important that teachers are familiar with not only the year they teach, but also the focus of learning in years before and ahead. This is one of the advantages of a phase spanning multiple years; teachers can easily see the focus of learning in the previous years and/or in the years ahead. This also reflects the reality of multi-level classrooms where mokopuna are at multiple stages of learning.

## Key Objectives

At each phase, four key objectives are identified:

	HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Learning focuses on:</b>				
Phase 1 (Years 0-3)	developing skills for conducting mathematical investigations and understanding how mathematics can be applied to situations in their daily lives.	developing an understanding of basic mathematical expressions and concepts in relation to themselves and how it influences their world.	developing their mathematical language to communicate basic expressions and concepts.	developing skills to identify patterns and connections, by drawing, building, copying, and making representations of existing patterns.
Phase 2 (Years 4-6)	carrying out mathematical investigations that align with their world and developing strategies that can be applied to their daily lives.	using mathematics as a resource to support their problem-solving activities in situations that relate to their world.	understanding and using a range of mathematical expressions and concepts to report on their findings.	understanding, making and explaining relationships, patterns, models, and representations related to mathematical processes and knowledge.
Phase 3 (Years 7-8)	choosing a topic for mathematical investigation and justifying the methods chosen to solve problems and evaluate situations.	using mathematics to complete projects for themselves, the kura and the community.	justifying outcomes using the correct mathematical expressions and concepts in alignment with and across each strand.	building and presenting models showing relationships and patterns that explain the mathematical knowledge being used.
Phase 4 (Years 9-10)	carrying out project-based investigations and exploring mathematical techniques for analysing and solving problems. Evaluating solutions and reporting on situations using mathematical knowledge.	understanding how the global application of mathematical outcomes supports evidence-based decision-making to benefit mokopuna, whānau, hapū and iwi. This process helps mokopuna explore options for their future lives and wellbeing.	explaining outcomes and evidence using increasingly complex mathematical language across the focus areas.	evaluating mathematical models and representations to understand mathematical conjecture, proofs, and generalisations.
Phase 5 (Years 11-13)	carrying out project-based investigations and justifying the mathematical techniques selected for analysing and solving problems. Evaluating solutions and situation reports through mathematical knowledge.	understanding the global application of mathematics for the wellbeing of whānau, hapū and iwi; using mathematical outcomes as evidence to guide future options and directions.	using specialised mathematical language to communicate investigative findings into specific areas, explaining the evidence to both mathematical experts and other interested audiences.	evaluating mathematical models and representations to gain insight into conjectures, hypotheses, and generalisations.

## Unpacking the Key Objectives

Pāngarau objectives are broken down in terms of what needs to be taught at each year level within a phase.

**Tohu Ako** describe the yearly mathematical content to be learned beginning from the end of the first 6 months at kura to year 3 in Tūārere 1. Tūārere 2 covers content from years 4 to 6. Tūārere 3 covers years 7 and 8. Tūārere 4 covers years 9 and 10 and Tūārere 5 covers years 11 to 13. Yearly content knowledge is developed according to mathematical knowledge progressions and grouped according to Toi Mokopuna.

Pāngarau learning is an ongoing, cyclical process with varying degrees of progress being made at different times. Learners need repeated practice at new skills to become competent. Therefore, all significant learning is developed through each phase. However, teachers need to explicitly focus on the skills, knowledge, and understandings, signalled at a specific year.

Where there is a critical point of learning that teachers must be aware of, this is stated in **Kia Mataara**. All teachers should pay specific attention to these statements, as they can affect the future learning and achievement of a mokopuna.

**Te Ngako o te Whāinga** (unpacking the whāinga) provides a summary of key learning aligned to the key objectives in relation to Toi Mokopuna. In this section, teaching and learning is described in year levels so that it is clear what the focus is each year. This provides guidance for kaiako about what the big ideas of mathematics are and what to do to best support mokopuna learning. This includes integrating Toi Mokopuna with mathematics by aligning with the four pillars. Although the progressions are yearly, it is important that kaiako use discretion to notice, recognise, and respond appropriately when mokopuna show they are capable of the work involved in the ngako and/or when they have already surpassed that knowledge and should be drawing from the next set of whāinga.

The full detail of an objective is unpacked in **Te Roanga o te Kōrero** (full explanation). The finer aspects to be learned and the teaching required is explained in this section. The section is specific to the phase and reflects the reality of teaching and learning more accurately, where mokopuna learn at different rates. Te Roanga o te Kōrero starts with a general description of mokopuna as learners and what should be expected during this phase, as well as what teachers need to consider in terms of mokopuna development.

**Whāinga** are further elaborated on and kaiako are given specific guidance about what they will be doing in terms of Ako. Characteristics of mokopuna and what they will do as pāngarau learners, and what will be nurtured in mokopuna to support them to be confident and competent learners of mathematics are described.

Specific unpacking is defined in terms of the following key elements: strategies and skills, knowledge, language, and identity signalling the breadth of learning embedded in a key objective and what needs to be taught. Referred to as **Ngā Tini Mata o te Ako** (the many aspects of teaching and learning), these elements reflect the key ideas of an Ako pedagogy and espouse that all kaiako are teachers of learning, of language and of mokopuna.

In the section, **Hei Tautoko i te Ako** (supporting teaching and learning), the pedagogical considerations are explained including suggested teaching strategies, resources, and exemplar language.

Teachers, mokopuna and whānau are also provided with the progressions through mathematical strands up to Year 13. Key knowledge, processes and skills are identified but not grouped under **Toi Mokopuna**.

## Diversity in Pāngarau Learning

Recognising the diverse learning styles of all mokopuna is critical for knowing how to facilitate learning pāngarau. Start by speaking with whānau to identify and understand mokopuna unique strengths and challenges and what works for them. Use Te Ngako o te Whāinga as the basis for a discussion on their priorities for pāngarau development.

Become knowledgeable about strategies that work for neurodiverse and physically diverse mokopuna and what these look like in a pāngarau learning context.

During Pāngarau lessons engage all mokopuna by:

### Being consistent

- having a consistent structure so mokopuna know what to expect
- maintaining momentum and flow through the lesson
- name the strategies you use so mokopuna know what to do each time.

### Specific teacher talk time

- speak clearly, and succinctly – give short instructions
- ensure mokopuna do most of the talking – teacher talk time is specific.

### Focusing on communication

- engage mokopuna with communicative tasks and strategies that are fun
- encourage mokopuna to use whatever and all language they know to complete pāngarau learning tasks
- encourage collaboration among mokopuna
- encourage and celebrate “having a go” with using new mathematical concepts.

### Promoting learning

- use a range of specific pāngarau teaching methods appropriate to mokopuna year level, sequence, and stage of learning to identify what works for each mokopuna
- provide scaffolded support for mokopuna who have diverse learning needs
- start with what mokopuna already know as the basis for learning new mathematical concepts
- use familiar contexts and strategies when introducing new mathematical concepts
- teach mokopuna strategies for learning new mathematical words and concepts
- utilise visual, auditory, and tactile methods to engage different learning styles
- include regular time for reflection to help mokopuna identify the strategies that work for them and questions they may have
- foster an inclusive classroom environment that values all learning differences.

## Monitoring and Assessment

National assessment practices and qualifications data provide a view of pāngarau achievement across Years 0–13.

In kura, aromatawai practices are also used to monitor individual mokopuna progress, enabling kaiako to celebrate the achievements of each mokopuna. By setting clear priorities and specific goals, kaiako can better understand and support the growth of every mokopuna.

The information gathered through aromatawai practices should inform kura, kaiako, and whānau about the effectiveness of the pāngarau programme. It should also give mokopuna and kaiako a clear understanding of what has been achieved and the progress made.

### **Ako is the foundation of aromatawai**

Monitoring and measuring pāngarau development should not “look” any different to pāngarau teaching and learning. The difference is in what, and how, the kaiako notices what mokopuna are doing. Active observation is a key strategy for monitoring progress:

1. Pay close attention to what the mokopuna is doing or communicating – observe, listen, notice, reflect.
2. Recognise specific knowledge, skills, attitudes, and behaviours the mokopuna is demonstrating.
3. Reflect and think carefully about what the mokopuna can do and how to build on from that.

### **Aromatawai is mana-enhancing**

Pāngarau assessment and monitoring should focus on identifying the pāngarau knowledge, skills, dispositions, and language that a mokopuna has mastered in order to know how effective the teaching has been and what the next steps should be.

In order to acknowledge the full breadth and diversity of learning, kaiako and kura gather evidence of progress across all whenu and areas of pāngarau including:

- knowledge (ngā tini mata o te mātauranga)
- skills (ngā tini mata o te ako)
- disposition (ngā tini mata o te tuakiri)
- language (ngā tini mata o te reo).

### **Aromatawai is evidence-based**

Kaiako and kura are responsible for the judgements they make about mokopuna and their pāngarau development. It is essential that kaiako, kura, whānau, and mokopuna all have confidence in the evidence used to support these decisions. To ensure that judgements about pāngarau learning are both reliable and valid, a combination of tangible and intangible processes are used.

Tangible processes include learning interactions, formal assessments, and informal assessments. Intangible processes involve more nuanced approaches, such as using senses and deeply understanding the mokopuna as an individual – their needs, strengths, challenges, and dispositions.

The **Te Poutama Tau diagnostic framework** models the kinds of processes that kaiako can use to understand what mokopuna know, how they talk about that knowing, and what they do to show their knowledge. Two other available resources for aromatawai are:

- [He Pūkete Aromatawai Pāngarau](#)
- [He Tauaromahi Pāngarau](#)

Proactively released

Tūārere 1  
Years 0-3

Tūārere 2  
Years 4-6

Tūārere 3  
Years 7-8

Tūārere 4  
Years 9-10

Tūārere 5  
Years 11-13



# Tūārere 1 Years 0-3



Whenu			
HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho

Toi Mokopuna			
Mokopuna are flexible, interested, curious, collaborative, creative and reflective investigators, willing to test strategies to solve problems for the school, themselves, their whānau, hapū and iwi.	Mokopuna are agile thinkers like their ancestors. Pāngarau ways of thinking and doing have been passed to them and will be passed on to others.	Mokopuna are confident and articulate in their reasoning, explaining, and communicating mathematical ideas and concepts, and are interested in the role of mathematics and its value as a different type of language.	Mokopuna are persistent and reflective, monitoring and adjusting their own thinking and performance by contextualising and identifying patterns and connections, constructing mathematics and their worlds.

### Tohu Ako: Phase 1: Years 0–3

Whāinga			
<b>Mokopuna learning focuses on</b> developing skills for conducting mathematical investigations and understanding how mathematics can be applied to situations in their daily lives.	<b>Mokopuna learning focuses on</b> developing an understanding of basic mathematical expressions and concepts in relation to themselves and how it influences their world.	<b>Mokopuna learning focuses on</b> developing their mathematical language to communicate basic expressions and concepts.	<b>Mokopuna learning focuses on</b> developing skills to identify patterns and connections, by drawing, building, copying, and making representations of existing patterns.

Proactively released

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 1: Years 0-3</b>			
<b>Kia Mataara</b>			
<p><b>By the end of six months at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• join in mathematical investigations and ask questions</li> <li>• compose by trial and error an outlined target shape using smaller shapes.</li> </ul>	<p><b>By the end of six months at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• follow instructions to move to a familiar location or to locate an object at school</li> <li>• directly compare two objects from the world around them using an attribute (e.g., length, mass, capacity).</li> </ul>	<p><b>By the end of six months at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• instantly tell you how many objects there are in a group of up to five</li> <li>• talk and show joining and separating groups of up to ten</li> <li>• explain the reasons for their groupings of shapes or objects</li> <li>• describe a repeating pattern with two elements.</li> </ul>	<p><b>By the end of six months at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• copy, continue and create a repeating pattern (two elements)</li> <li>• sort shapes and objects by a feature (colour, shape).</li> </ul>
<p><b>By the end of two years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• ask questions that can be investigated mathematically</li> <li>• observe kaiako planning, carrying out investigations and talking about findings</li> <li>• investigate the length, mass, volume, and capacity of objects indirectly by comparing each of them with another object</li> <li>• visualise and anticipate which smaller shapes might compose a target shape and then check by making the shape</li> <li>• identify missing elements in a pattern of up to three elements.</li> </ul>	<p><b>By the end of two years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• follow instructions to move to a familiar location or locate an object at school or at home.</li> </ul>	<p><b>By the end of two years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• recognise the tens and ones structure of numbers, using te reo Māori and tens</li> <li>• describe a repeating pattern with three elements</li> <li>• sort and re-sort shapes and objects by features, identifying the chosen feature</li> <li>• represent halves, and quarters of sets and regions in different ways.</li> </ul>	<p><b>By the end of two years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• recognise halves, and quarters of sets and regions</li> <li>• copy, continue and create a repeating pattern with three elements</li> <li>• partition and recombine sets of up to 10 in different ways.</li> </ul>
<p><b>By the end of 3 years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• use both the unit of repeat and the ordinal position (e.g., first, second, third ...) of a repeating pattern to predict further elements</li> <li>• estimate, and use a standard informal unit repeatedly to measure, the length, mass, volume, or capacity of an object</li> <li>• identify possible outcomes and notice variations in outcomes for familiar activities and situations involving chance.</li> </ul>	<p><b>By the end of 3 years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• are able to link mathematical investigations to contexts relevant to te ao Māori</li> <li>• follow and give movement instructions that involve familiar reference points, direction, distances (e.g., number of steps), and half and quarter turns.</li> </ul>	<p><b>By the end of 3 years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• show that in an equation, both sides of the equals sign represent the same quantity</li> <li>• talk about what they are finding as they carry out investigations.</li> </ul>	<p><b>By the end of 3 years at kura, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• partition a pattern of up to 10 objects, instantly recognise the number of objects in each part, and confirm the total number in the pattern using the parts</li> <li>• group, partition and recombine whole numbers up to 100</li> <li>• add and subtract numbers up to 100 by grouping and using number patterns</li> <li>• multiply and divide by grouping and using number patterns</li> <li>• recognise the relationships between related fractions (e.g., one half is the same as two quarters)</li> <li>• find a half, quarter, or third of a set by recognising groups and patterns rather than by ones.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 1: Years 0–3</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā te Kaiako</b>			
<p><b>Year 1</b> <b>During the first 6 months, support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>work with the teachers to formulate mathematical and statistical questions related to their interests</li> <li>group objects collected by the teacher according to certain characteristics</li> <li>label the groups and describe in simple language orally or in picture form.</li> </ul>	<p><b>Year 1</b> <b>During the first 6 months, support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>make connections between their everyday lives and mathematical ideas</li> <li>make connections within mathematical ideas and concepts.</li> </ul>	<p><b>Year 1</b> <b>During the first 6 months, support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use simple drawings, materials, models, and representations to show thinking</li> <li>talk about quantities, names, and attributes of shapes and compare sizes using simple language</li> <li>use simple language to talk about possibilities, patterns, and connections.</li> </ul>	<p><b>Year 1</b> <b>During the first 6 months, support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>recognise patterns, skip counting, everyday patterns, made up patterns with objects</li> <li>connect mathematical ideas, groups, and numbers of sides in shapes.</li> </ul>
<p><b>From 6 months to 1 year, also support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>understand and ask mathematical questions about what they are interested in</li> <li>begin to plan investigations to explore their interests using the mathematics they know and are learning</li> <li>engage in investigations</li> <li>share their thinking about findings using mathematics they know and are learning.</li> </ul>	<p><b>From 6 months to 1 year, also support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>make connections between their everyday lives and mathematical ideas</li> <li>make connections within and across mathematical ideas and concepts (e.g., measurement uses number).</li> </ul>	<p><b>From 6 months to 1 year, also support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>talk about, describe and compare quantities, names, and attributes of shapes and sizes using mathematical language</li> <li>talk about possibilities, patterns, and connections</li> <li>use drawings, materials, models, and representations to show thinking.</li> </ul>	<p><b>From 6 months to 1 year, also support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>recognise more sophisticated patterns and relationships: skip counting with more numbers, everyday patterns and made-up patterns with objects</li> <li>connect mathematical ideas (e.g., sets, numbers of sides and corners in shapes)</li> <li>investigate the use of logical thinking in pāngarau and see the benefits of algorithms.</li> </ul>
<p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>pose mathematical questions to investigate</li> <li>plan mathematical investigations</li> <li>carry out mathematical investigations</li> <li>visualise, anticipate, and check ideas</li> <li>use mathematics to share findings.</li> </ul>	<p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>see how mathematics is used in everyday life, like measuring ingredients for cooking</li> <li>use mathematics in ways that matter to them and their families, such as cutting fruit into equal parts for groups of two (<math>\frac{1}{2}</math>) and four (<math>\frac{1}{4}</math>).</li> </ul>	<p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>discuss, describe, and demonstrate understanding of mathematical situations using mathematical literacies (e.g., models, representations, manipulatives, drawings, diagrams).</li> </ul>	<p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>estimate</li> <li>use number patterns to divide groups into 5s and 10s</li> <li>notice variations and identify possibilities.</li> </ul>
<p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>pose a mathematical question for investigation</li> <li>plan and design a robust investigation appropriate to their age and stage</li> <li>carry out mathematical investigations with little help</li> <li>share their findings with little help</li> <li>make sense of their findings using mathematics.</li> </ul>	<p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>understand mathematics in everyday contexts</li> <li>explore making appropriate changes in their everyday contexts using mathematics to understand aspects of their world and their desired changes.</li> </ul>	<p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>discuss and understand situations using pāngarau</li> <li>agree, disagree, revoice, and repeat.</li> </ul>	<p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use mathematical understandings alongside their cultural understandings to make sense of situations.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 1: Years 0-3</b>			

### Te Ngako o te Whāinga

#### Mā te Mokopuna

<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>pose questions and find answers to problems</li> <li>plan mathematical investigations</li> <li>carry out mathematical investigations</li> <li>use mathematical literacies to share my findings.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>see and use mathematics that connects with my everyday life</li> <li>enjoy the world of mathematics as something separate and distinct from cultural ways of doing things in my life.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>ask questions that can be investigated using mathematics</li> <li>develop my mathematical communications with drawings and building models</li> <li>have mathematical conversations with others.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>understand and use mathematical knowledge and content</li> <li>make sense of situations in my world and sphere of interest using mathematics</li> <li>use mathematical ideas confidently.</li> </ul>
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#### Te Roanga o te Kōrero

<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna ask questions about situations that are familiar from their everyday lives and investigate them.</p> <p>They are learning to plan and implement an investigation with their teacher.</p> <p>They are persistent and keep trying, recognising mistakes as opportunities to learn. They change their investigations according to their findings.</p> <p>They are learning to work collaboratively and use conventions to support discussion.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna grow their understanding of how mathematics is used in their everyday lives, and of the similarities and differences in te ao Māori and te ao pāngarau.</p> <p>They are recognising that mathematics is also useful for their purposes and what they want to do in their lives.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna enjoy communicating about numbers, patterns, space, size, possibilities, and relationships.</p> <p>They are learning about the many languages of mathematics and seeing how models, words and symbols represent mathematical ideas.</p> <p>They love to play and explore in ways that help them to talk about quantity, number, space, size, possibilities, patterns, and relationships.</p> <p>Their communication about mathematical ideas will involve use of equipment, their own literacies and eventually mathematical literacies that help them describe events, situations, and problems that they are solving.</p> <p>As mathematical literacies are modelled to them, their bank of mathematical reo, models, representations, ideas, and conceptual understandings will grow.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna are learning how to make mathematical sense of quantity, number, space, size, possibilities, patterns, and relationships that exist in their everyday world.</p>
<p><b>Affirming Identity</b></p> <p>Mokopuna demonstrate that they value how others work things out, what others want to know about and how to relate appropriately during mathematical investigations as they work both independently and collaboratively. Mokopuna are creative with pāngarau.</p>	<p><b>Affirming Identity</b></p> <p>Mokopuna show understanding that mathematics has language, strategies and skills of its own, which is different to their own culture. They are working out how to use the thinking tools of both systems simultaneously.</p>	<p><b>Affirming Identity</b></p> <p>Mokopuna confidence to communicate about their mathematical ideas and findings is demonstrated in a range of situations.</p>	<p><b>Affirming Identity</b></p> <p>Mokopuna relate to mathematical knowledge and the ways that they can use mathematics in their everyday lives.</p>

## Tohu Ako: Phase 1: Years 0–3

### Te Roanga o te Kōrero

#### Number

##### Learning Strategies

##### Mokopuna are learning to:

- compare quantities using everyday language
- count every object within a set
- count all objects within a set to solve simple addition and subtraction problems either with equipment or in their heads
- understand how to create equal groups
- count a set of objects and form sets by counting one-to-one with the support of equipment
- understand simple division using equal sharing
- count in ones, from one, to form a group to multiply
- solve simple division problems using one-to-one sharing to form groups
- solve simple multiplication and division problems by skip counting. May choose to use equipment or hold the number as an image
- trust the count
- count from one in their minds
- start counting from the largest number regardless of the order of the numbers in the addition (e.g.,  $5 + 12$ , start the count from 12 not 5).

##### Key Understandings

##### Structure

6 Months Mokopuna are learning to:	Year 1 Mokopuna are learning to:	Year 2 Mokopuna are learning to:	Year 3 Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• subitise (recognise instantly) the number of objects in a group of up to 5</li> <li>• communicate whether sets are bigger or smaller, understanding the relationship between more than, less than and equal.</li> </ul>	<ul style="list-style-type: none"> <li>• subitise (recognise instantly) the number of objects in a group of up to 10 objects</li> <li>• combine two patterns of 1-5 objects</li> <li>• use the more than, less than and equals signs to show relationships between quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the nearest tens to any whole number to 100</li> <li>• group objects in a pattern of at least 10 objects, subitise the number of objects in each part, and find the total number in the pattern using the parts.</li> </ul>	<ul style="list-style-type: none"> <li>• round whole numbers to 1,000 to the nearest hundreds and tens.</li> </ul>
<ul style="list-style-type: none"> <li>• count to 10 and beyond to 20, forwards and backwards, from any number</li> <li>• understand the one-to-one principle and the stable-order principle.</li> </ul>	<ul style="list-style-type: none"> <li>• count to 100, forwards and backwards from any number in 1s, 2s, and 10s.</li> </ul>	<ul style="list-style-type: none"> <li>• count to 100, forwards and backwards from any number in 1s, 2s, 5s, and 10s.</li> </ul>	<ul style="list-style-type: none"> <li>• count to 1,000, forwards and backwards from any number in 1s, 2s, 3s, 5s, 10s, and 100s.</li> </ul>
<ul style="list-style-type: none"> <li>• identify, read, and write numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, read and write numbers to 20.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, read and write numbers to 100.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, read and write numbers to 1,000.</li> </ul>
<ul style="list-style-type: none"> <li>• compare and sequence whole numbers up to 10 using words.</li> </ul>	<ul style="list-style-type: none"> <li>• compare and sequence numbers up to 20 using words.</li> </ul>	<ul style="list-style-type: none"> <li>• compare and sequence numbers up to 100 using words and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• compare and sequence numbers up to 1,000 using words and symbols.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Number**

**Group, Partitioning and Place Value**

<b>6 Months</b> <b>Mokopuna are learning to:</b>	<b>Year 1</b> <b>Mokopuna are learning to:</b>	<b>Year 2</b> <b>Mokopuna are learning to:</b>	<b>Year 3</b> <b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>use groupings within 5 and 10: e.g., <math>4 + 1 = 5</math>, <math>7 + 3 = 10</math></li> <li>use groups of 10: e.g., <math>13 = 10 + 3</math></li> <li>partition and group numbers up to 20: e.g., expanded number, compacted number</li> <li>identify the place value of digits in numbers 10 to 20: e.g., <math>12 = 10 + 2</math></li> <li>exchange the ones whānau for the whānau 10: e.g., 14 ones is one ten and four ones.</li> </ul>	<ul style="list-style-type: none"> <li>know groupings within 20</li> <li>group and partition numbers to 100: e.g., 60 is 6 groups of 10</li> <li>investigate different ways numbers can be partitioned and re-grouped</li> <li>explain structure of numbers up to 100</li> <li>exchange the tens whānau to whānau 100: e.g., 240 tens are 2 hundreds, and 4 tens</li> <li>identify place value, digit value and total value of digits in numbers up to 100: e.g., <math>46 = 40 + 6</math>.</li> </ul>	<ul style="list-style-type: none"> <li>use groupings that make 100: e.g., <math>40 + 60 = 100</math></li> <li>say how many 10s there are in 3-digit numbers</li> <li>say how many 100s there are in 4- and 5-digit numbers</li> <li>exchange the hundreds whānau for the whānau 1,000: e.g., 2240 hundreds become 2 thousand, 2 hundreds and 4 tens</li> <li>identify place value, digit value and total value of digits in numbers up to 1,000: e.g., <math>426 = 400 + 20 + 6</math></li> <li>group and partition numbers to 1,000.</li> </ul>

**Operations**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>join and separate groups of up to 10 objects and find the result by grouping and counting.</li> </ul>	<ul style="list-style-type: none"> <li>join and separate groups of up to 20 objects</li> <li>find the difference between groups by grouping and counting: e.g., <math>9 + 6</math>, <math>7 + \_\_ = 11</math>.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers up to 100: e.g., <math>53 + 21</math>, <math>55 - 32</math>.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract 2- and 3-digit numbers up to 1,000: e.g., <math>400 + 600</math> and <math>200 + 700</math>.</li> </ul>
	<ul style="list-style-type: none"> <li>multiply and divide by making equal groups and using grouping or counting.</li> </ul>	<ul style="list-style-type: none"> <li>understand the role of multiplier, multiplicand, factor and divisor</li> <li>multiply and divide by grouping and skip counting.</li> </ul>	<ul style="list-style-type: none"> <li>multiply a 2-digit number by a 1-digit number: e.g., <math>2 \times 23</math></li> <li>know the inverse relationship between multiplication and division: e.g., <math>8 \times 99 = 99 \times 8</math>, <math>10 \div 5 \neq 5 \div 10</math></li> <li>use the inverse relationship with multiplication to solve division problems: e.g., <math>40 \div 5 = 8</math> because <math>5 \times 8 = 40</math></li> <li>divide whole numbers with a 1-digit divisor and no remainders.</li> </ul>

**Basic Facts**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>identify addition facts to 10 and their corresponding subtraction facts (family of facts), including doubles.</li> </ul>	<ul style="list-style-type: none"> <li>recall addition facts to 10</li> <li>identify addition facts to 20, and their corresponding subtraction facts (family of facts), including doubles.</li> </ul>	<ul style="list-style-type: none"> <li>recall addition facts to 20 and their corresponding subtraction facts (family of facts), including doubles.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Number**

		<ul style="list-style-type: none"> <li>identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s.</li> </ul>	<ul style="list-style-type: none"> <li>recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s.</li> </ul>
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**Rational Numbers**

<b>6 Months</b> <b>Mokopuna are learning to:</b>	<b>Year 1</b> <b>Mokopuna are learning to:</b>	<b>Year 2</b> <b>Mokopuna are learning to:</b>	<b>Year 3</b> <b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole.</li> </ul>	<ul style="list-style-type: none"> <li>identify, read, write, and represent (symbols and words) halves, thirds and quarters as fractions of sets and regions, using equal parts of the whole.</li> </ul>	<ul style="list-style-type: none"> <li>identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole.</li> </ul>
		<ul style="list-style-type: none"> <li>directly compare two fractions (halves, thirds, and quarters).</li> </ul>	<ul style="list-style-type: none"> <li>compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent.</li> </ul>
	<ul style="list-style-type: none"> <li>find a half or quarter of a set using equal sharing and grouping.</li> </ul>	<ul style="list-style-type: none"> <li>find a half, quarter, or third of a set by recognising groups and patterns, rather than sharing by ones.</li> </ul>	<ul style="list-style-type: none"> <li>find a unit fraction of a whole: e.g., <math>1/4</math> of 12</li> </ul>
			<ul style="list-style-type: none"> <li>add unit fractions with the same denominator: e.g., <math>1/4 + 1/4 + 1/4 = 3/4</math>.</li> </ul>

**Financial Literacy**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
		<ul style="list-style-type: none"> <li>recognise and order NZ denominations up to \$20 according to their value</li> <li>make groups of 'like' denominations and calculate their value.</li> </ul>	<ul style="list-style-type: none"> <li>make amounts of money using one- and two-dollar coins, \$5, \$10, \$20, \$50, and \$100 dollars.</li> </ul>

**The Language of Numbers**

<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>same</li> <li>group</li> <li>name of numbers up to 10</li> <li>partition.</li> </ul>	<ul style="list-style-type: none"> <li>half</li> <li>quarter</li> <li>normal fraction</li> <li>share</li> <li>skip counting</li> <li>forwards/backwards</li> <li>in front</li> <li>behind</li> <li>name of numbers up to 100</li> <li>add/subtract</li> <li>place value</li> <li>expanded numeral</li> <li>compact numeral.</li> </ul>	<ul style="list-style-type: none"> <li>sequence/order</li> <li>third</li> <li>multiply</li> <li>divide</li> <li>coin</li> <li>notes/dollars</li> <li>2-digit number</li> <li>name of numbers up to 1,000</li> <li>groups of</li> <li>numerator</li> <li>denominator.</li> </ul>	<ul style="list-style-type: none"> <li>4-digit number</li> <li>name of numbers up to 10,000</li> <li>joint number</li> <li>unit fraction</li> <li>fifth</li> <li>tenth</li> <li>inverse</li> <li>round.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Algebra**

**Learning Strategies**

**Mokopuna are learning to:**

- make and continue a simple repeating pattern with 2 elements
- extend and describe growing geometry and number pattern examples to complete a problem
- make, continue and count the number of elements in a set.

**Key Understandings**

**Algebra**

<b>6 Months Mokopuna are learning to:</b>	<b>Year 1 Mokopuna are learning to:</b>	<b>Year 2 Mokopuna are learning to:</b>	<b>Year 3 Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• copy, continue, make and describe a simple repeating pattern with 2 elements.</li> </ul>	<ul style="list-style-type: none"> <li>• copy, continue, make and describe a simple repeating pattern with 3 elements.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and describe the unit of repeat in a repeating pattern and use it to predict further elements.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, continue, and create repeating patterns.</li> </ul>
	<ul style="list-style-type: none"> <li>• identify missing elements in a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• explain a pattern</li> <li>• use repeated addition and ordinal position to predict further elements.</li> </ul>	<ul style="list-style-type: none"> <li>• use skip counting, repeated addition and subtraction to solve problems and to determine the elements within a pattern</li> <li>• describe a rule to explain the pattern and use it to predict the next 3 to 4 elements in the pattern.</li> </ul>
<ul style="list-style-type: none"> <li>• name elements in a simple repeating pattern</li> <li>• use everyday language to describe the position and sequence of elements.</li> </ul>	<ul style="list-style-type: none"> <li>• name elements in a simple repeating pattern</li> <li>• use mathematical and everyday language to describe the position and sequence of elements</li> <li>• use patterns from toi Māori to create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• use patterns from toi Māori to create repeating patterns</li> <li>• ask and answer questions about a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• create repeating patterns from toi Māori</li> <li>• describe the cultural elements of toi Māori repeating patterns.</li> </ul>
<ul style="list-style-type: none"> <li>• represent patterns using materials, words, symbols, movements and pictures</li> <li>• investigate repeating patterns in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• represent patterns using materials, words, symbols, movements and pictures</li> <li>• investigate repeating patterns in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• represent patterns using materials, words, designs, symbols, movements, drawings and tables</li> <li>• investigate repeating and growing patterns in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• represent patterns using materials, words, designs, symbols, movements, drawings and tables</li> <li>• investigate repeating and growing patterns in a range of contexts.</li> </ul>
	<ul style="list-style-type: none"> <li>• explore the commutative property of addition: e.g., <math>3 + 4 = 4 + 3</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the commutative property of addition: e.g., <math>3 + 4 = 4 + 3</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• use the additive identity: e.g., <math>4 + 0 = 4</math> and <math>5 - 0 = 5</math></li> <li>• use multiplicative identity: e.g., <math>5 \times 1 = 5</math> and <math>4 \div 1 = 4</math></li> <li>• use commutative property.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Algebra**

**Equations and Relationships**

<b>6 Months</b> <b>Mokopuna are learning to:</b>	<b>Year 1</b> <b>Mokopuna are learning to:</b>	<b>Year 2</b> <b>Mokopuna are learning to:</b>	<b>Year 3</b> <b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>• solve true or false number sentences and open number sentences, involving addition and subtraction of 1-digit numbers, using understanding of the equals sign (=): e.g., <math>9 - 6 = 8 - \_\_</math>, <math>7 - 5 = 6 - 4</math> (T/F).</li> </ul>	<ul style="list-style-type: none"> <li>• solve true or false number sentences and open number sentences, involving addition and subtraction of 1- and 2-digit numbers, using understanding of the equals sign (=): e.g., <math>18 + \_\_ = 17 + 6</math>, <math>17 = 25</math> (T/F).</li> </ul>	<ul style="list-style-type: none"> <li>• solve true or false number sentences and open number sentences involving addition and subtraction using understanding of the equals sign (=): e.g., <math>147 + \_\_ = 163 - 10</math> <math>149 + 4 = 153</math> (T/F).</li> </ul>

**The Language of Algebra**

<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>• pattern</li> <li>• repetition</li> <li>• element</li> <li>• continue.</li> </ul>	<ul style="list-style-type: none"> <li>• pattern</li> <li>• repetition</li> <li>• base.</li> </ul>	<ul style="list-style-type: none"> <li>• sequential pattern</li> <li>• repeating pattern</li> <li>• base</li> <li>• element, member (of a set)</li> <li>• skip counting</li> <li>• equation</li> <li>• operations.</li> </ul>	<ul style="list-style-type: none"> <li>• sequence</li> <li>• growth</li> <li>• constant</li> <li>• rule.</li> </ul>

Proactively

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Measurement**

**Learning Strategies**

**Mokopuna are learning to:**

- compare objects using informal measurements
- compare and order objects using non-standard (indirect) measurements
- use numbers and non-standard units to quantify the attribute that is being measured (e.g., five footsteps for length or nine cups for capacity).

**Key Understandings**

<b>6 Months</b> <b>Mokopuna are learning to:</b>	<b>Year 1</b> <b>Mokopuna are learning to:</b>	<b>Year 2</b> <b>Mokopuna are learning to:</b>	<b>Year 3</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• compare objects using informal measurements</li> <li>• name the units being used to measure an object                             <ul style="list-style-type: none"> <li>- identify metres and centimetres for length</li> <li>- how a unit stays the same.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• compare the length, mass (weight), temperature, volume, and capacity of objects directly and indirectly: e.g., by comparing each of them with another object.</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and use informal units repeatedly to measure length, mass, volume, or capacity of an object</li> <li>• compare and order several objects using informal units of length, mass, volume, or capacity</li> <li>• develop an understanding of the concept of a scale; partition a unit of measure and measure a half-unit</li> <li>• create and use appropriate informal measuring tools and units to measure the length, mass (weight), volume, or capacity of an object</li> <li>• use numbers and a non-standard unit to quantify the attribute that is being measured: e.g., five footsteps for length or nine cups for capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and then reliably measure length, capacity, and mass (weight), using metric units: e.g., using tools with labelled markings</li> <li>• compare and order objects using metric units of length, mass, or capacity</li> <li>• decide on appropriate units of measurement according to context and required accuracy.</li> </ul>
		<ul style="list-style-type: none"> <li>• turn and describe how far an object or person has turned, using half and quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>• turn and describe how far an object or person has turned, using half and quarter turns.</li> </ul>

**Circumference, Area and Volume**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
		<ul style="list-style-type: none"> <li>• visualise, estimate and measure the perimeter and area of 2D shapes with non-standard measurements.</li> </ul>	<ul style="list-style-type: none"> <li>• visualise, estimate, and measure the;                             <ul style="list-style-type: none"> <li>- perimeter of polygons with standard measurements</li> <li>- area of a 2D shape with squares</li> <li>- volume of a prism using standard cubes as units.</li> </ul> </li> </ul>

**Time**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• connect days of the week to familiar events and daily routines.</li> </ul>	<ul style="list-style-type: none"> <li>• identify that passing of time is measured in years, months, weeks, days, hours, minutes, and seconds</li> <li>• name and order days of the week, and sequence events in a day using everyday language of time</li> <li>• read and state the time on the hour: e.g., 1:00.</li> </ul>	<ul style="list-style-type: none"> <li>• name and order Māori months and seasons and Māori New Year</li> <li>• describe duration using months, weeks, days and hours</li> <li>• tell time to the hour and half-hour, using the language of 'past' and 'to'.</li> </ul>	<ul style="list-style-type: none"> <li>• identify key environmental indicators of time: e.g. Māori New Year</li> <li>• use a calendar to work out the number of days, weeks or months until important events</li> <li>• identify and use everyday time terms</li> <li>• tell the time to hours, half hours, and quarter past and quarter to the hour.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Measurement**

The Language of Measurement

<b>6 Months</b> <b>Mokopuna know the following words:</b>	<b>Year 1</b> <b>Mokopuna know the following words:</b>	<b>Year 2</b> <b>Mokopuna know the following words:</b>	<b>Year 3</b> <b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>• length/long</li> <li>• weight</li> <li>• width/wide</li> <li>• tall/long</li> <li>• height/high</li> <li>• short</li> <li>• small</li> <li>• low</li> <li>• deep</li> <li>• shallow</li> <li>• distant/far</li> <li>• near/close.</li> </ul>	<ul style="list-style-type: none"> <li>• comparative words: e.g., long and longer, heavy and heavier, etc.</li> <li>• words related to length: e.g., width, height, depth, distance, etc.</li> <li>• mass</li> <li>• surface area</li> <li>• temperature</li> <li>• volume</li> <li>• capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• scale</li> <li>• area</li> <li>• round (a number)</li> <li>• perimeter</li> <li>• non-standard measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• volume</li> <li>• square</li> <li>• polygon</li> <li>• cube</li> <li>• standard measurement</li> <li>• millimetre (mm)</li> <li>• centimetre (cm)</li> <li>• metre (m).</li> </ul>

Proactively released

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Geometry**

**Learning Strategies**

**Mokopuna are learning to:**

- group everyday objects according to their simple attributes
- instruct and follow instructions to turn, and slide shapes
- describe the location of things in relation to other things in their immediate environment
- group, identify, describe, and compare simple 2D and 3D shapes
- identify main compass points, describe map positions, reflection, translation, and rotation of simple shapes.

**Key Understandings**

**Shapes**

<b>6 Months Mokopuna are learning to:</b>	<b>Year 1 Mokopuna are learning to:</b>	<b>Year 2 Mokopuna are learning to:</b>	<b>Year 3 Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• identify, sort by one feature, and describe familiar shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, describe, and classify familiar 2D and 3D shapes presented in different orientations including triangles, circles, rectangles including squares, cubes, cylinders, and spheres.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, describe, and classify the properties of 2D and 3D shapes including ovals, semicircles, polygons, pentagons, rectangular prisms (cuboids), pyramids, hemispheres, cones, and unique Māori shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• visualise, identify, compare, and classify 2D and 3D shapes using the properties of shape including lines of symmetry and Māori shapes</li> <li>• draw and create diagrams of 2 and 3 dimensional shapes</li> <li>• identify right angles in different shapes.</li> </ul>

**Position and Location**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• identify the position of an object and recognise that if the mokopuna position changes, the object's position and direction changes</li> <li>• use words to describe the orientation of objects such as forward, backward, left, right, besides, higher and lower.</li> </ul>	<ul style="list-style-type: none"> <li>• follow and give instructions to move to a familiar location or locate an object.</li> </ul>	<ul style="list-style-type: none"> <li>• follow and give instructions to move people or objects to a different location using directions and distances: e.g., number of steps, half, quarter, and reverse turns.</li> </ul>	<ul style="list-style-type: none"> <li>• follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location using directions and distances.</li> </ul>
	<ul style="list-style-type: none"> <li>• use a picture, diagram, or story to describe the position of objects and places.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret a diagram to describe the position of objects and places in relation to other objects and places.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret, draw, and use a simple map to locate objects and places relative to other objects and places.</li> </ul>
		<ul style="list-style-type: none"> <li>• use the four main compass directions, the rise and setting of the sun.</li> </ul>	<ul style="list-style-type: none"> <li>• show direction and coordinates on a map</li> <li>• investigate compass directions and explain positions on maps using map coordinates and pepeha.</li> </ul>

**Transformations**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>• slide, flip, and turn 2D shapes to make a Māori pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise lines of symmetry in patterns or pictures and create or complete symmetrical pictures or patterns: e.g., using Māori designs.</li> </ul>	<ul style="list-style-type: none"> <li>• transform shapes using reflection and translation including designs such as simple kōwhaiwhai</li> <li>• recognise which aspects of shapes stay the same when transformed.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Geometry**

The Language of Geometry

6 Months Mokopuna know the following words:	Year 1 Mokopuna know the following words:	Year 2 Mokopuna know the following words:	Year 3 Mokopuna know the following words:
<ul style="list-style-type: none"> <li>• side</li> <li>• face</li> <li>• corner</li> <li>• curve</li> <li>• line</li> <li>• straight</li> <li>• front</li> <li>• back</li> <li>• side</li> <li>• left side</li> <li>• right side</li> <li>• middle</li> <li>• centre</li> <li>• far</li> <li>• close</li> <li>• up</li> <li>• down</li> <li>• inside</li> <li>• outside</li> <li>• first</li> <li>• second</li> <li>• from</li> <li>• to</li> <li>• forward</li> <li>• backward.</li> </ul>	<ul style="list-style-type: none"> <li>• triangle</li> <li>• square</li> <li>• rectangle</li> <li>• circle</li> <li>• box</li> <li>• sphere</li> <li>• front</li> <li>• back</li> <li>• side</li> <li>• left side</li> <li>• right side</li> <li>• middle</li> <li>• centre</li> <li>• far</li> <li>• close</li> <li>• up</li> <li>• down</li> <li>• inside</li> <li>• outside</li> <li>• first</li> <li>• second</li> <li>• from</li> <li>• to</li> <li>• forward</li> <li>• backward.</li> </ul>	<ul style="list-style-type: none"> <li>• polygon</li> <li>• polyhedron</li> <li>• cylinder</li> <li>• block</li> <li>• cone</li> <li>• oval</li> <li>• semicircle</li> <li>• hexagon</li> <li>• pentagon</li> <li>• rectangular prism/cuboid</li> <li>• pyramid</li> <li>• hemisphere</li> <li>• clockwise</li> <li>• anticlockwise</li> <li>• vertical</li> <li>• horizontal</li> <li>• direction.</li> </ul>	<ul style="list-style-type: none"> <li>• asymmetric</li> <li>• isosceles</li> <li>• equal</li> <li>• angle</li> <li>• right angle</li> <li>• parallel</li> <li>• diagonal</li> <li>• intersect</li> <li>• perpendicular line</li> <li>• column</li> <li>• row</li> <li>• horizontal</li> <li>• vertical</li> <li>• symmetrical</li> <li>• symmetrical line</li> <li>• reflection</li> <li>• reflection line</li> <li>• rotation</li> <li>• rotation point</li> <li>• movements.</li> </ul> <p>Mokopuna know the symbols that show:</p> <ul style="list-style-type: none"> <li>• right angle</li> <li>• equal sides</li> <li>• equal angles</li> <li>• parallel lines.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Statistics**

**Learning Strategies**

**Mokopuna are learning to:**

- participate in a teacher-led investigation that involves the collection and display of category data to answer an investigative question and explain the findings.

**Key Understandings**

**Making Sense of the Problem to be Investigated**

<b>6 Months Mokopuna are learning to:</b>	<b>Year 1 Mokopuna are learning to:</b>	<b>Year 2 Mokopuna are learning to:</b>	<b>Year 3 Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>• with support from the teacher:                             <ul style="list-style-type: none"> <li>- ask summary questions about a group using categorical data to classify people or objects: e.g., eye colour.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• with support from the teacher:                             <ul style="list-style-type: none"> <li>- ask summary questions about a group using categorical data and predict what the data might show: e.g., which outcomes could be more common.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• with support from the teacher:                             <ul style="list-style-type: none"> <li>- ask investigative questions about everyday situations using categorical data and whole numbers. Make sure to identify the variable and the group you are interested in: e.g., favourite fruit (the variable) and our class (group of interest).</li> </ul> </li> </ul>

**Planning and Collecting Data**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>• with support from the teacher:                             <ul style="list-style-type: none"> <li>- pose a question</li> <li>- collect data by making observations or questioning others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• with support from the teacher:                             <ul style="list-style-type: none"> <li>- pose a question</li> <li>- use survey and data-collection questions to collect data</li> <li>- identify who and what the data measures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• with support from the teacher:                             <ul style="list-style-type: none"> <li>- pose summary investigative questions about everyday situations</li> <li>- use categorical data and discrete numerical (whole number) data</li> <li>- identify the variable and the group of interest.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• collect categorical data with support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• collect categorical data for more than one variable with support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• collect, record, and sort data or use secondary data sources (provided by someone else).</li> </ul>

**Analyses of Data and Making Conclusion(s)**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
	<ul style="list-style-type: none"> <li>• create and describe data visualisations for categorical data: e.g., picture graphs and physical dot plots</li> <li>• give the frequency for each category.</li> </ul>	<ul style="list-style-type: none"> <li>• create and describe data visualisations for categorical data: e.g., picture graphs and dot plots</li> <li>• compare and name the number of categories.</li> </ul>	<ul style="list-style-type: none"> <li>• create and describe data visualisations for categorical and discrete numerical data: e.g., picture graphs, dot plots, and bar graphs.</li> </ul>
	<ul style="list-style-type: none"> <li>• choose statements that best answer the investigative question with support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• choose statements that best answer the investigative question with support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• choose statements that best answer the investigative question and reflect on findings with support from their teacher.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Statistics**

The Language of Statistics

<b>6 Months</b> Mokopuna know the following words:	<b>Year 1</b> Mokopuna know the following words:	<b>Year 2</b> Mokopuna know the following words:	<b>Year 3</b> Mokopuna know the following words:
<ul style="list-style-type: none"> <li>• describe groups</li> <li>• group</li> <li>• set.</li> </ul>	<ul style="list-style-type: none"> <li>• data</li> <li>• variables</li> <li>• graph</li> <li>• table/chart</li> <li>• data visualisations</li> <li>• category data</li> <li>• investigative question</li> <li>• picture graph</li> <li>• dot plot.</li> </ul>	<ul style="list-style-type: none"> <li>• graph</li> <li>• table/chart</li> <li>• data</li> <li>• variables</li> <li>• frequencies</li> <li>• categories.</li> </ul>	<ul style="list-style-type: none"> <li>• tally</li> <li>• number/tally chart</li> <li>• words for displaying data on simple charts</li> <li>• bar graph</li> <li>• pictograph</li> <li>• dot plot</li> <li>• reflections</li> <li>• findings.</li> </ul>

Proactively released

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Probability**

**Learning Strategies**

**Mokopuna are learning to:**

- participate in class statistical investigations and recognise certainty and uncertainty in simple chance situations
- use everyday words to predict the outcome of a probability event, they can acknowledge a correct or incorrect statement.

**Key Understandings**

**Probability Investigations**

6 Months Mokopuna are learning to:	Year 1 Mokopuna are learning to:	Year 2 Mokopuna are learning to:	Year 3 Mokopuna are learning to:
		<ul style="list-style-type: none"> <li>• investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty</li> <li>• understand a situation in a probability event: e.g., to throw a die</li> <li>• understand the result of a probability event: e.g., 1, 2, 3, 4, 5 and 6 are the possible outcomes if the die is thrown (this is a theoretical result)</li> <li>• understand that events are random when the outcome is uncertain</li> <li>• carry out a simple probability experiment</li> <li>• understand that chance can be measured as numbers, fractions or in words</li> <li>• understand that the numerator is the number of possibilities, and the denominator is the total number of possibilities. This will give us the probability of a single event occurring: e.g., rolling a 3 on a die, the number of events is 1 (there is only a single 3 on each die), and the number of outcomes is 6</li> <li>• answer questions yes, without doubt, perhaps, no, or never according to the features of the data</li> <li>• understand the purpose of labels on data displays and group data appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty</li> <li>• understand a situation in a probability event: e.g., to throw a die</li> <li>• understand the result of a probability event: e.g., 1, 2, 3, 4, 5 and 6 are the possible outcomes if the die is thrown (this is a theoretical result)</li> <li>• understand that events are random when the outcome is uncertain</li> <li>• carry out a simple probability experiment</li> <li>• understand that chance can be measured as numbers, fractions or in words</li> <li>• understand that the numerator is the number of possibilities, and the denominator is the total number of possibilities. This will give us the probability of a single event occurring: e.g., rolling a 3 on a die, the number of events is 1 (there is only a single 3 on each die), and the number of outcomes is 6</li> <li>• answer questions yes, without doubt, perhaps, no, or never according to the features of the data</li> <li>• understand the purpose of labels on data displays and group data appropriately.</li> </ul>

**Tohu Ako: Phase 1: Years 0–3**  
**Te Roanga o te Kōrero**

**Probability**

Probability Investigations

6 Months Mokopuna are learning to:	Year 1 Mokopuna are learning to:	Year 2 Mokopuna are learning to:	Year 3 Mokopuna are learning to:
		<ul style="list-style-type: none"> <li>• engage in chance-based investigations about games and everyday situations that involve:               <ul style="list-style-type: none"> <li>- identifying possible outcomes</li> <li>- collecting and recording data</li> <li>- creating visualisations for frequencies of outcomes: e.g., lists, picture, and graphs</li> <li>- describing what these data visualisations show</li> <li>- answering chance-based investigative questions</li> <li>- noticing variations in outcomes: e.g., noticing how often each of the numbers on the dice come up.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• engage in chance-based investigations about games and everyday situations that involve:               <ul style="list-style-type: none"> <li>- anticipating what might happen</li> <li>- identifying possible outcomes</li> <li>- collecting and recording data</li> <li>- creating data visualisations for frequencies of possible outcomes</li> <li>- describing what these visualisations show</li> <li>- answering investigative questions</li> <li>- reflecting on anticipated outcomes</li> <li>- noticing variations in outcomes.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• develop the language of probability including agreeing or disagreeing.</li> </ul>	<ul style="list-style-type: none"> <li>• develop the language of probability including terms that describe the probability of an outcome.</li> </ul>

The Language of Probability

Mokopuna know the following words:	Mokopuna know the following words:	Mokopuna know the following words:	Mokopuna know the following words:
		<ul style="list-style-type: none"> <li>• probability</li> <li>• chart</li> <li>• outcome</li> <li>• prediction</li> <li>• experiment</li> <li>• maybe</li> <li>• without a doubt</li> <li>• definitely</li> <li>• never</li> <li>• no</li> <li>• uncertain</li> <li>• agree</li> <li>• disagree</li> <li>• die/dice.</li> </ul>	<ul style="list-style-type: none"> <li>• scale</li> <li>• event</li> <li>• anticipate</li> <li>• bar graph</li> <li>• dot plot</li> <li>• pictograph.</li> </ul>

# Hei Tautoko i Te Ako

## Pedagogical guidance

### Ensure the learning is accessible to all mokopuna

Kura are required to spend an average of 1-hour a day teaching pāngarau to mokopuna in Years 0–8. This can be in dedicated lessons, as well as through integration across all learning areas.

### Design learning for all mokopuna by:

- providing opportunities to solve problems
- using prompts (e.g., familiar vocabulary, previous learned concepts, diagrams, and materials)
- adapting the task (e.g., start with familiar numbers and gradually increase the complexity)
- asking questions to redirect thinking or encourage connections
- chunking learning into smaller parts
- presenting ideas using different representations or materials
- further explicit teaching (reteaching), demonstrating, and consolidating
- changing the context to one that is more familiar to the mokopuna.

### Support mokopuna with scaffolds such as:

- tailored teaching of specific maths skills needed to progress
- prompts and questions to connect with and recall previous learning
- asking the mokopuna to re-read and rephrase the problem in their own words
- teaching mokopuna how to recognise when they are unsure, and how to ask questions that can further their understanding
- providing visual prompts and resources to make connections to pāngarau concepts (e.g., using cubes, counters and ten frames)
- trying an alternative representation if the current one isn't working
- encouraging mokopuna to use physical activities (e.g., walking on a number line)
- encouraging mokopuna to draw a picture to show the problem or idea
- using simple, familiar numbers or contexts to consolidate the concept before extending to less familiar concepts
- supporting mokopuna to make connections to familiar words by promoting them and hanging them on classroom walls
- using a shared or guided approach to follow a process to complete their work.

### Grouping mokopuna:

- use flexible groups, based on the purpose of learning for the lesson, rather than fixed long-term grouping
- you may group mokopuna in several ways in the same lesson (e.g., working as a whole class to demonstrate and discuss, before moving into smaller groups to investigate a situation or solve a problem).

### Teaching strategies

<b>Provide opportunities to apply knowledge</b>	<ul style="list-style-type: none"><li>• Mokopuna learn through doing, talking, writing/drawing, and modelling.</li><li>• Plan time for mokopuna to consolidate what they have learned by repeating the process or task demonstrated by the teacher, moving from familiar situations towards applying to unfamiliar situations.</li><li>• Plan tasks for mokopuna to apply knowledge and develop proficiency with problem-solving and reasoning.</li><li>• Problems can be demonstrated with materials and connected to visual representations. Support mokopuna to decode problems through identification of key vocabulary and connection with actions or operations.</li><li>• Incorporate familiar contexts into problem-solving exercises (e.g., if 12 people in our class have cats and 7 people have dogs, how many pets are there altogether?).</li></ul>
<b>Teach and ask mokopuna to keep records of their learning</b>	<ul style="list-style-type: none"><li>• Support mokopuna to record, review, connect, and synthesise ideas and reasoning.</li><li>• Ask mokopuna to explain and represent their ideas using words, symbols, pictures, diagrams, and their working.</li><li>• Allow time for mokopuna to practice vocabulary by making a display at a table, designing an anchor chart, taking photos and labelling them, or recording in their books.</li><li>• Support mokopuna to organise their ideas, record, solve problems, summarise and reflect on what they have learnt using words, symbols or other representations.</li><li>• Use 'think alouds' to describe numbers or shapes and ask mokopuna to make or draw their response (e.g., I am thinking of a 2D shape with 4 sides, two are short and two are long. Draw and label what you think the shape could be).</li></ul>

Proactively released

Tūāreke 1  
Years 0-3

Tūāreke 2  
Years 4-6

Tūāreke 3  
Years 7-8

Tūāreke 4  
Years 9-10

Tūāreke 5  
Years 11-13

# Tūāreke 2 Years 4-6



Whenu			
HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho

Toi Mokopuna			
Mokopuna are flexible, interested, curious, collaborative, creative and reflective investigators, willing to test strategies to solve problems for the school, themselves, their whānau, hapū and iwi.	Mokopuna are agile thinkers like their ancestors. Pāngarau ways of thinking and doing have been passed to them and will be passed on to others.	Mokopuna are confident and articulate in their reasoning, explaining, and communicating mathematical ideas and concepts, and are interested in the role of mathematics and its value as a different type of language.	Mokopuna are persistent and reflective, monitoring and adjusting their own thinking and performance by contextualising and identifying patterns and connections, constructing mathematics and their worlds.

**Tohu Ako: Phase 2: Years 4-6**

Whāinga			
<b>Mokopuna learning focuses on</b> carrying out mathematical investigations that align with their world and developing strategies that can be applied to their daily lives.	<b>Mokopuna learning focuses on</b> using mathematics as a resource to support their problem-solving activities in situations that relate to their world.	<b>Mokopuna learning focuses on</b> understanding and using a range of mathematical expressions and concepts to report on their findings.	<b>Mokopuna learning focuses on</b> understanding, making and explaining relationships, patterns, models, and representations related to mathematical processes and knowledge.

Proactively released

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 2: Years 4–6</b>			
<b>Kia Mataara</b>			
<p><b>By the end of year 4, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• explore toi Māori using mathematical exploration of shape, reflections, rotation, or translation with mātauranga Māori as a tūāpapa.</li> </ul>	<p><b>By the end of year 4, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• use mathematics to solve problems that are relevant to their world, home, kura and hapori.</li> </ul>	<p><b>By the end of year 4, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• use mathematical communicative strategies to discuss their mahi (talk moves)</li> <li>• share their strategies and ideas when they work with addition and subtraction facts and the relationship between multiplication and division</li> <li>• discuss the relationship between both sides of an open number sentence.</li> </ul>	<p><b>By the end of year 4, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• read, write, order, partition, recombine, and represent whole numbers up to 10,000</li> <li>• add and subtract 2- and 3-digit numbers using part-whole strategies</li> <li>• recall multiplication and corresponding division facts for threes and fours</li> <li>• use their recalled addition and subtraction basic facts to solve problems</li> <li>• use the relationship between multiplication and division to solve a division problem</li> <li>• represent common fractions, including those greater than 1, on a number line</li> <li>• solve addition and subtraction open number sentences using the relationship between the two sides of the equals sign</li> <li>• visualise, predict, and identify a shape that is a reflection, rotation, or translation of a given two-dimensional shape.</li> </ul>
<p><b>By the end of year 5, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• compare fractions with a benchmark fraction and put them in order by investigating how fractions work</li> <li>• convert between benchmark fractions, decimals, and percentages (e.g., <math>\frac{1}{2} = 50\% = 0.5</math>)</li> <li>• visualise and draw nets for a cube</li> <li>• recognise the need for relevant and usable data to answer investigative questions.</li> </ul>	<p><b>By the end of year 5, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• suggest reasons why data may vary in a familiar context</li> <li>• ensure that investigative questions for gathering data are relevant and useful to their world, whānau and hapori</li> <li>• learn about being considerate investigators.</li> </ul>	<p><b>By the end of year 5, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• share different diagrams for nets with each other and discuss possibilities for them to work</li> <li>• share and discuss reasons why data may vary in a familiar context providing examples, models and representations as part of the communications.</li> </ul>	<p><b>By the end of year 5, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• read, write, order, partition, recombine and represent numbers up to 100,000</li> <li>• add or subtract any whole number</li> <li>• multiply 2-digit numbers reliably and efficiently using the distributive property</li> <li>• recall multiplication and corresponding division facts for 6s, 8s, and 9s</li> <li>• solve open number sentences involving all operations using the relationships between the two sides of the equals sign.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 2: Years 4–6</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā te Kaiako</b>			
<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• carry out a variety of activities that help them to fully understand what the equals sign means</li> <li>• use materials, drawings, and stories to fully understand the purpose of each part of a fraction</li> <li>• use materials, drawings, and stories to fully understand the relationship between fractions, decimals and percentages</li> <li>• explore a range of 3D shapes and nets</li> <li>• experience being a data detective.</li> </ul>	<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• make connections between their everyday lives and mathematical ideas</li> <li>• make connections within mathematical ideas and concepts (e.g., measurement uses number).</li> </ul>	<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• discuss, draw, build and represent how whole numbers are structured</li> <li>• discuss, draw, build, model and represent how fractions, decimals and percentages are structured.</li> </ul>	<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• understand how place value works and how numbers can be broken into groups</li> <li>• understand what multiplication is, what it does, and how it works (use models, diagrams, materials).</li> </ul>
<p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• use the equals sign properly in their investigations</li> <li>• understand what each part of a fraction is asking them to do, so that they can carry out investigations.</li> </ul>	<p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• see where mathematics is and isn't useful in their own life</li> <li>• use mathematics in ways which are consistent with tikanga.</li> </ul>	<p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• understand how to ask relevant mathematical questions</li> <li>• discuss mathematical conjecture with others in ways that extend mathematical thinking about situations.</li> </ul>	<p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• be multiplicative thinkers.</li> </ul>
<p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• carry out meaningful mathematical investigations for themselves, their whānau and kura.</li> </ul>	<p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• make connections between ideas in other learning areas and in familiar cultural, linguistic, and historical contexts.</li> </ul>	<p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• discuss the generalisations they can make about mathematical ideas and the connections they identify that enable them to make estimates and find proof.</li> </ul>	<p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• recognise multiplication as the operation for models of area and volume.</li> </ul>

Tohu Ako: Phase 2: Years 4–6

Te Ngako o te Whāinga

Mā te Mokopuna

<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>• use the equals sign properly in my investigations</li> <li>• recognise what each part of a fraction is asking me to do, so that I can carry out investigations</li> <li>• carry out meaningful mathematical investigations for myself and my whānau and kura.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>• see where mathematics is and isn't useful in my own life</li> <li>• use mathematics in ways which are consistent with tikanga</li> <li>• make connections between ideas in other learning areas and in familiar cultural, linguistic, and historical contexts.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>• ask relevant mathematical questions</li> <li>• discuss mathematical conjecture with others in ways that extend mathematical thinking about situations</li> <li>• discuss the generalisations I can make about mathematical ideas and the connections I identify that help me to make estimates and find proofs.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>• be a multiplicative thinker</li> <li>• recognise multiplication as the operation for models of area.</li> </ul>
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Te Roanga o te Kōrero

<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna ask questions of everyday mathematical experiences with support from their kaiako to ensure that they are asking quality mathematical questions.</p> <p>With kaiako and peer support they plan mathematical investigations; and they are becoming more independent through multiple opportunities.</p> <p>They are persistent and keep trying, recognising mistakes as ways to learn. They are okay to start again and change their investigations if necessary.</p> <p>They are working both independently and collaboratively, knowing how to share ideas with each other and use discussion conventions for working as mathematical communities.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna are taking more opportunities to ensure that they see how mathematics is used in their everyday lives.</p> <p>They can articulate the similarities and differences in te ao Māori and te ao pāngarau, making use of both without confusion.</p> <p>They recognise that mathematics is useful for their purposes and what they want to do in their lives.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna enjoy communicating about mathematical concepts and building their repertoire of mathematical communication by seeing how models, words and symbols represent mathematical ideas.</p> <p>Their explorations help them to talk about mathematical concepts in more sophisticated ways. Their communication about mathematical ideas will involve use of equipment, models, representations, and diagrams.</p> <p>Mathematical literacies help them describe events, situations, and problems that they are working through and/or solving. As mathematical literacies are modelled to them, their bank of mathematical reo, models, representations, ideas, and conceptual understandings will grow.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna make sense of mathematical concepts that exist in their everyday world and mathematics is useful for them.</p>
<p><b>Affirming Identity</b></p> <p>Mokopuna demonstrate that they value how others work things out, what others want to know about, and how to relate appropriately during mathematical investigations as they work both independently and collaboratively. Mokopuna are creative with pāngarau.</p>	<p><b>Affirming Identity</b></p> <p>Mokopuna show understanding that mathematics has a language and tikanga of its own, which is different to their own culture, and are working out how to use the thinking tools of both systems appropriately.</p>	<p><b>Affirming Identity</b></p> <p>Mokopuna confidence to communicate about their mathematical ideas and findings is demonstrated in a range of situations.</p>	<p><b>Affirming Identity</b></p> <p>Mokopuna relate confidently and more competently to mathematics knowledge and the ways that they can use mathematics in their everyday lives.</p>

## Tohu Ako: Phase 2: Years 4–6

### Te Roanga o te Kōrero

#### Number

##### Learning Strategies

##### Mokopuna are learning to:

- use part-whole strategies to solve addition and subtraction problems
- use part-whole strategies to solve multiplication and division problems involving 2- and 3- digit numbers
- find unit fractions of collections of objects and shapes by equal sharing.

##### Major strategies are:

- using basic facts and number strategies to solve single-digit problems
- using basic facts to solve simple multiplication and fraction problems
- solving addition and subtraction problems using number strategies like doubling, rounding to a tidy number, place value partitioning, tidy numbers with compensation, equivalent addition, and inverse operations
- solving multiplication and division problems using strategies like repeated addition, place value partitioning, tidy numbers with compensation, and halving and doubling
- finding fractions of a quantity by sharing.

##### Key Understandings

###### Structure

Year 4 Mokopuna are learning to:	Year 5 Mokopuna are learning to:	Year 6 Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• count forward and backward to 1,000</li> <li>• identify the multiples of 25, 50 and 100</li> <li>• Identify, read, write, compare, and order whole numbers up to 10,000.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, read, write, compare and order whole numbers up to 100,000.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, read, write, compare and order whole numbers up to 1,000,000.</li> </ul>

###### Grouping and Place Value

Mokopuna are learning to:	Mokopuna are learning to:	Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• recognise the base ten structure of numbers up to 10,000.</li> <li>• use groups of 10, 100, and 1,000 in up to 4-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the base ten structure of numbers up to 100,000.</li> <li>• use groups of 10, 100, 1,000, and 10,000 in up to 5-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the base ten structure of numbers up to 1,000,000.</li> <li>• use groups of 10, 100, 1,000, 10,000, and 1,00000 in up to 6-digit numbers.</li> </ul>

###### Basic Facts

Mokopuna are learning to:	Mokopuna are learning to:	Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• recall multiplication and corresponding division facts for 4s, 6s, 9s, and 10s</li> <li>• multiply by 10, 100 and 1,000: e.g., <math>10 \times 100 = 1,000</math>, <math>32 \times 100 = 3,200</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• recall multiplication facts to <math>10 \times 10</math> and corresponding division facts</li> <li>• recall division and multiplication facts for 2, 3, 5, 9 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>• recall multiplication facts to at least <math>10 \times 10</math> and corresponding division facts.</li> </ul>

###### Operations

Mokopuna are learning to:	Mokopuna are learning to:	Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• use rounding and estimation</li> <li>• round whole numbers to the nearest 10s, 100, and 1,000s</li> <li>• round tenths to the nearest whole number.</li> </ul>	<ul style="list-style-type: none"> <li>• use rounding and estimation</li> <li>• round whole numbers to any specified powers of 10: e.g., round 4,567 to the nearest 10 power 2 (which is 100) <math>4,567 = 4,600</math></li> <li>• round tenths and hundredths to the nearest whole number.</li> </ul>	<ul style="list-style-type: none"> <li>• use rounding and estimation</li> <li>• round whole numbers to any specified powers of 10</li> <li>• round to the nearest whole number or one decimal place.</li> </ul>
<ul style="list-style-type: none"> <li>• add and subtract 2- and 3-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract whole numbers up to 10,000.</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract any whole numbers.</li> </ul>
<ul style="list-style-type: none"> <li>• multiply 2-digit by 1-digit number and two 1-digit whole numbers: e.g., <math>5 \times 46</math>, <math>8 \times 7</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• multiply 3-digit by 1-digit and two 2-digit whole numbers: e.g., <math>6 \times 248</math>, <math>37 \times 84</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• multiply multi-digit whole numbers: e.g., <math>54 \times 112</math>.</li> </ul>
<ul style="list-style-type: none"> <li>• divide whole numbers by 1-digit divisor and no remainders: e.g., <math>65 \div 5</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• divide whole numbers by 1-digit divisor with a remainder: e.g., <math>22 \div 5 = 4</math> remainder 2.</li> </ul>	<ul style="list-style-type: none"> <li>• divide whole numbers by 1-digit divisors with a remainder: e.g., <math>35 \div 5</math>, <math>4,154 \div 8</math>.</li> </ul>

Tohu Ako: Phase 2: Years 4–6  
Te Roanga o te Kōrero

Number

Rational Numbers

Year 4 Mokopuna are learning to:	Year 5 Mokopuna are learning to:	Year 6 Mokopuna are learning to:
<ul style="list-style-type: none"> <li>identify, read, write, and represent tenths as fractions and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>identify, read, write, and represent tenths and hundredths as fractions and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>identify, read, write, and represent fractions, decimals (to two places), and percentages.</li> </ul>
<ul style="list-style-type: none"> <li>compare and order tenths as fractions and decimals, and convert decimals to fractions</li> <li>convert decimals to ordinary fractions.</li> </ul>	<ul style="list-style-type: none"> <li>compare and order tenths and hundredths as fractions and decimals, and convert decimals to fractions</li> <li>convert decimals to ordinary fractions.</li> </ul>	<ul style="list-style-type: none"> <li>compare and order fractions, decimals (to two places), and percentages and convert decimals, and percentages to fractions</li> <li>convert decimals and percentages to ordinary fractions.</li> </ul>
<ul style="list-style-type: none"> <li>divide numbers 0-9 by 10 to make a decimal number.</li> </ul>	<ul style="list-style-type: none"> <li>divide whole numbers by 10 and 100 to make decimals and whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>multiply and divide numbers by 10 and 100 to make decimals and whole numbers.</li> </ul>
<ul style="list-style-type: none"> <li>add and subtract fractions with the same denominators that make up to one whole or less than one whole: e.g., <math>\frac{2}{8} + \frac{3}{8} + \frac{3}{8} = 1</math>.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract fractions with the same denominators, including making more than one whole.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract fractions with the same and related denominators: e.g., <math>\frac{1}{4} + \frac{1}{8}</math>.</li> </ul>
<ul style="list-style-type: none"> <li>add and subtract decimals to one decimal place.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract whole numbers and decimals to two decimal places.</li> </ul>
<ul style="list-style-type: none"> <li>for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10                             <ul style="list-style-type: none"> <li>compare and order</li> <li>identify when two fractions are equivalent</li> <li>represent in their simplest form.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100                             <ul style="list-style-type: none"> <li>compare and order</li> <li>identify when two fractions are equivalent</li> <li>represent in their simplest form.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100                             <ul style="list-style-type: none"> <li>compare and order</li> <li>identify when two fractions are equivalent</li> <li>represent in their simplest form.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>convert between improper fractions and mixed numbers for fractions with denominators of 2, 3, 4, 5, 6, and 10.</li> </ul>	<ul style="list-style-type: none"> <li>convert between improper fractions and mixed numbers for fractions with denominators up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>convert between improper fractions and mixed numbers.</li> </ul>
<ul style="list-style-type: none"> <li>find a unit fraction of a whole number, where the answer is a whole number using multiplication or division facts: e.g., <math>\frac{1}{4}</math> of 40.</li> </ul>	<ul style="list-style-type: none"> <li>find a fraction of a whole number where the answer is a whole number using multiplication and division facts: e.g., <math>\frac{2}{3}</math> of 24.</li> </ul>	<ul style="list-style-type: none"> <li>find a fraction or percentage of a whole number where the answer is a whole number: e.g., 30% of \$150?</li> </ul>

Financial Maths

Mokopuna are learning to:	Mokopuna are learning to:	Mokopuna are learning to:
<ul style="list-style-type: none"> <li>estimate and calculate the total cost and change for whole dollar amounts.</li> </ul>	<ul style="list-style-type: none"> <li>estimate the cost, to the nearest dollar, of items costing dollars and cents, and change from the nearest ten dollars.</li> </ul>	<ul style="list-style-type: none"> <li>calculate the percentage discount involving 10%, 25%, and 50% of whole dollar amounts: e.g., what is 10% of \$180?</li> </ul>

The Language of Numbers

Mokopuna know the following words:	Mokopuna know the following words:	Mokopuna know the following words:
<ul style="list-style-type: none"> <li>estimate</li> <li>round</li> <li>balance</li> <li>improper fraction</li> <li>simplified number</li> <li>fraction</li> <li>decimal fraction.</li> </ul>	<ul style="list-style-type: none"> <li>percentage</li> <li>tenth</li> <li>hundredth</li> <li>thousandth</li> <li>common factor</li> <li>common multiple</li> <li>square number</li> <li>change.</li> </ul>	<ul style="list-style-type: none"> <li>discount</li> <li>mixed number</li> <li>tidy number</li> <li>equal addition</li> <li>inverse operation</li> <li>exponent</li> <li>square of a number.</li> </ul>

## Tohu Ako: Phase 2: Years 4–6

### Te Roanga o te Kōrero

#### Algebra

##### Learning Strategies

##### Mokopuna are learning to:

- use skip counting and repeated addition to solve problems and to determine the elements within a pattern
- use a rule within a simple pattern to solve problems.

##### Key Understandings

Year 4 Mokopuna are learning to:	Year 5 Mokopuna are learning to:	Year 6 Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• describe, create, and predict sequential, spatial, and numerical patterns using rules involving variables, spatial features, repeated addition, subtraction, and simple multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>• describe, create, continue, and predict sequential, spatial, and numerical patterns using consistent rules involving variables, spatial features, repeated addition, subtraction, and simple multiplication</li> <li>• use diagrams, tables, graphs, and equations to solve problems involving linear relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• use tables, XY graphs, and diagrams to recognise relationships in a linear pattern</li> <li>• develop a rule in words that identifies the constant amount of change between consecutive elements or terms in the pattern and predict further elements in the pattern.</li> </ul>

##### Generalise Number Properties

Mokopuna are learning to:	Mokopuna are learning to:	Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• explore the associative property with addition and multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>• explore why the commutative and associative properties do not work for subtraction and division.</li> </ul>	<ul style="list-style-type: none"> <li>• use inverse operations to solve multiplication and division problems.</li> </ul>
<ul style="list-style-type: none"> <li>• use inverse operations to solve multiplication and division problems.</li> </ul>	<ul style="list-style-type: none"> <li>• use inverse operations to solve multiplication and division problems.</li> </ul>	<ul style="list-style-type: none"> <li>• use commutative, associative, and identity properties, deciding which operations they work for and which they don't.</li> </ul>
<ul style="list-style-type: none"> <li>• explore the distributive property of multiplication over addition: e.g., find <math>7 \times 8</math> by <math>7 \times (5 + 3) = (7 \times 5) + (7 \times 3)</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the distributive property of multiplication over addition and subtraction: e.g., find <math>6 \times 18</math> by <math>6 \times (20 - 2)</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• use the distributive, commutative, and associative properties.</li> </ul>

##### Equations and Relationships

Mokopuna are learning to:	Mokopuna are learning to:	Mokopuna are learning to:
<ul style="list-style-type: none"> <li>• form and solve true or false number sentences and open number sentences involving multiplication and division using understanding of the equals sign: e.g., <math>5 \times \_ = 20</math>, <math>\_ \div 3 = 6</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• form and solve true or false number sentences and open number sentences involving all 4 operations: e.g., <math>674 + 56 - k = 671</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• form and solve true or false number sentences and open number sentences involving all 4 operations, using equality or inequality: e.g., <math>8 \times 7 &lt; 8 \times 5 + 8</math> (T/F).</li> </ul>
<ul style="list-style-type: none"> <li>• notice relationships in a growing pattern, record the pattern in different forms, describe a rule that explains the pattern, and use the rule to find other elements in the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• notice relationships in a growing pattern, record the pattern in a table, develop a rule in words for the pattern, and use the rule to find other elements in the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• use tables, XY graphs, and diagrams to find relationships between elements of a linear pattern, develop a rule in words that identifies the constant amount of change between consecutive elements or terms in the pattern, and use the rule to make predictions.</li> </ul>

##### The Language of Algebra

Mokopuna know the following words:	Mokopuna know the following words:	Mokopuna know the following words:
<ul style="list-style-type: none"> <li>• relationship</li> <li>• partition</li> <li>• chart</li> <li>• arrow diagram</li> <li>• hundreds board</li> <li>• pictograph</li> <li>• number line</li> <li>• abacus.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences and symbols to explain the rule of a numerical pattern or a simple relationship e.g., add 3 to grow this sequential pattern (+3): 2, 5, 8, 11 ... the length of a side multiplied by 4 to calculate the perimeter of a square (side <math>\times 4 =</math> perimeter).</li> </ul>	<ul style="list-style-type: none"> <li>• constant</li> <li>• partition</li> <li>• factor/multiple</li> <li>• equal/inequal.</li> </ul>

**Tohu Ako: Phase 2: Years 4–6**  
**Te Roanga o te Kōrero**

**Measurement**

**Learning Strategies**

**Mokopuna are learning to:**

- estimate and measure using standard metric units (e.g., centimetre, metre, litre, and kilogram)
- develop an understanding of the concept of a scale
- partition a unit of measure and measure a half unit
- measure length, capacity, and weight by selecting an appropriate measuring device
- read scales, know the standard metric units and name and record these units in abbreviated forms (e.g., mm, cm, m, km, g, kg, ml, l)
- use benchmarks to help estimate measurements
- understand how an array is structured to support their calculation of area and volume.

**Key Understandings**

<b>Year 4</b> <b>Mokopuna are learning to:</b>	<b>Year 5</b> <b>Mokopuna are learning to:</b>	<b>Year 6</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• develop personal benchmarks for estimation and measure length, perimeter, mass (weight), capacity, and duration, using appropriate metric units.</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and then accurately measure length, area, mass (weight), capacity, temperature and duration, using appropriate metric units or a combination of units.</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and then accurately measure length, volume, mass (weight), capacity, temperature, and duration, using appropriate metric units or a combination of units.</li> </ul>
<ul style="list-style-type: none"> <li>• use the appropriate unit and tools to measure length, mass, capacity, and time.</li> </ul>	<ul style="list-style-type: none"> <li>• use the appropriate unit and tool for the task and the attribute being measured.</li> </ul>	<ul style="list-style-type: none"> <li>• select and use the appropriate unit and tool for the task and the attribute being measured.</li> </ul>
<ul style="list-style-type: none"> <li>• use the metric measurement system to explore the relationship within units.</li> </ul>	<ul style="list-style-type: none"> <li>• use the metric measurement system based on powers of ten to explore the relationship within units including benchmark fractions and decimals, rectangles and the volumes of cuboids, given whole-number dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• convert between common metric units for length, mass, and capacity and use decimals to express parts of wholes in measurements.</li> </ul>
<ul style="list-style-type: none"> <li>• recognise angles can be measured in degrees using 90, 180, and 360 degrees as benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• describe an angle using acute, right, obtuse, straight, and reflex, by comparing with the benchmarks of 90, 180, and 360 degrees.</li> </ul>	<ul style="list-style-type: none"> <li>• visualise the amount of turn in angles (up to 360 degrees), measure, and draw to the nearest degree.</li> </ul>
<ul style="list-style-type: none"> <li>• understand the various types of measurement scales, and decimal fractions of units of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• estimate and work out simple areas and volumes.</li> </ul>	

**Perimeter, Area, and Volume**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• estimate, and calculate: <ul style="list-style-type: none"> <li>- the perimeter of polygons using metric units</li> <li>- the area of shapes covered with squares or half squares</li> <li>- the volume of shapes filled with centicubes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• estimate, and calculate: <ul style="list-style-type: none"> <li>- the perimeter of polygons</li> <li>- the area of shapes covered with squares or partial squares</li> <li>- the volume of rectangular prisms.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• visualise, estimate, and calculate the area of rectangles and the volume of rectangular prisms by applying multiplication.</li> </ul>

**Time**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• tell the time to the nearest 5 minutes using language of minutes past the hour and to the hour.</li> </ul>	<ul style="list-style-type: none"> <li>• explain the relationship between days, weeks, months and years</li> <li>• solve duration of time problems involving 'a.m.' and 'p.m.' notation.</li> </ul>	<ul style="list-style-type: none"> <li>• convert between units of time, including 12- and 24-hour time systems, and solve duration-of-time problems.</li> </ul>

**Tohu Ako: Phase 2: Years 4–6**  
**Te Roanga o te Kōrero**

**Measurement**

**The Language of Measurement**

<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>• angle</li> <li>• right angle</li> <li>• right angle proportions</li> <li>• millimetre</li> <li>• centimetre</li> <li>• metre</li> <li>• kilometre</li> <li>• gram</li> <li>• kilogram</li> <li>• past</li> <li>• to.</li> </ul>	<ul style="list-style-type: none"> <li>• approximate size</li> <li>• decimal fractions</li> <li>• units of measure</li> <li>• powers of ten</li> <li>• cuboids</li> <li>• whole number</li> <li>• dimensions</li> <li>• obtuse angle</li> <li>• straight angle</li> <li>• acute angle</li> <li>• right angle</li> <li>• reflect angle</li> <li>• degree</li> <li>• perimeter</li> <li>• area</li> <li>• volume</li> <li>• polygons</li> <li>• a.m.</li> <li>• p.m.</li> </ul>	<ul style="list-style-type: none"> <li>• area units of measure (m<sup>2</sup>, cm<sup>2</sup>, ha)</li> <li>• volume units of measure (cm<sup>3</sup>)</li> <li>• degrees</li> <li>• convert.</li> </ul>

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**Tohu Ako: Phase 2: Years 4–6**  
**Te Roanga o te Kōrero**

**Geometry**

**Learning Strategies**

**Mokopuna are learning to:**

- identify main compass points and describe map positions
- group, identify, describe, and compare simple 2D and 3D shapes
- identify reflection, translation, and rotation of simple shapes and identify invariant/variant features
- draw diagrams and create models of 2D and 3D shapes
- show direction and coordinates on a map
- follow, and give street directions.

**Key Understandings**

**Shapes**

<b>Year 4</b> <b>Mokopuna are learning to:</b>	<b>Year 5</b> <b>Mokopuna are learning to:</b>	<b>Year 6</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• identify, classify, and describe the properties of polygons including triangles and quadrilaterals using properties of shape including line and rotational symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• identify, classify, and describe the properties of:                             <ul style="list-style-type: none"> <li>- regular and irregular polygons using edges, vertices, and angles</li> <li>- prisms using the cross section of the shape, faces, edges, and vertices.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• classify, identify and explain similarities and differences between:                             <ul style="list-style-type: none"> <li>- 2D shapes including types of triangles, prisms and pyramids.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• compare and classify angles equal to, smaller or larger than a right angle, in 2D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe parallel and perpendicular lines, including sides of polygons.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the interior angles of a triangle and quadrilaterals.</li> </ul>
<ul style="list-style-type: none"> <li>• draw nets of simple 3D shapes</li> <li>• draw maps of their homes.</li> </ul>	<ul style="list-style-type: none"> <li>• draw nets of 3D shapes</li> <li>• draw maps of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• represent 3D objects as 2D diagrams such as in isometric drawing</li> <li>• draw maps of their route to school.</li> </ul>

**Position and Location**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• use grids, ordered pairs, major compass points and simple map systems to show and describe a location and path of travel</li> <li>• understand the rule of co-ordinates (X,Y) on a grid.</li> </ul>	<ul style="list-style-type: none"> <li>• use ordered pairs, rotation, and major compass points to show location and to give directions</li> <li>• read and write co-ordinates.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret and create a grid map to plot positions and pathways using grid references, directional language including main compass points</li> <li>• use grid references to identify regions and plot positions on a grid map and to interpret and describe pathways, including half and quarter turns and distance travelled.</li> </ul>

**Transformations**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• visualise, predict, and identify which shape is a reflection, rotation, or translation of a given 2D toi Māori shape.</li> </ul>	<ul style="list-style-type: none"> <li>• resize a 2D toi Māori shape so that it is either a bigger or smaller shape</li> <li>• use rules of origin points or the image</li> <li>• determine the scale factor for enlargement</li> <li>• determine the centre of rotation.</li> </ul>	<ul style="list-style-type: none"> <li>• visualise, create and describe 2D geometric patterns and tessellations, particularly those found in toi Māori using rotation, reflection, and translation</li> <li>• identifying the properties of shapes that do not change.</li> </ul>

**Tohu Ako: Phase 2: Years 4-6**  
**Te Roanga o te Kōrero**

**Geometry**

**The Language of Geometry**

<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Mokopuna know the following words:</b></p> <ul style="list-style-type: none"> <li>• prism</li> <li>• square prism</li> <li>• triangular prism</li> <li>• cube</li> <li>• cone</li> <li>• square pyramid</li> <li>• triangular pyramid</li> <li>• apex</li> <li>• 2-dimensional</li> <li>• 3-dimensional</li> <li>• location</li> <li>• point on a graph</li> <li>• base.</li> </ul> <p>Points of a compass:</p> <ul style="list-style-type: none"> <li>• west</li> <li>• north</li> <li>• south</li> <li>• east.</li> </ul>	<p><b>Mokopuna know the following words:</b></p> <ul style="list-style-type: none"> <li>• net</li> <li>• object</li> <li>• transformation</li> <li>• rotation</li> <li>• translation</li> <li>• enlargement</li> <li>• centre of rotation</li> <li>• centre of enlargement</li> <li>• co-ordinate/position.</li> </ul>	<p><b>Mokopuna know the following words:</b></p> <ul style="list-style-type: none"> <li>• same</li> <li>• same size</li> <li>• same shape</li> <li>• tessellation</li> <li>• clockwise</li> <li>• anticlockwise</li> <li>• southwest</li> <li>• northwest</li> <li>• southeast</li> <li>• northeast.</li> </ul>

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**Tohu Ako: Phase 2: Years 4–6**  
**Te Roanga o te Kōrero**

**Statistics**

**Learning Strategies**

**Mokopuna are learning to:**

- conduct a statistical investigation
- pose summary-type investigative questions
- collect, group and display data to answer the question
- make statements about their investigation
- collect and display whole-number data as discrete and continuous data
- communicate their findings in context.

**Key Understandings**

**Year 4**

**Mokopuna are learning to:**

- conduct investigations using the statistical enquiry cycle:
  - gather, sort, and display multivariate category and whole-number data and simple time-series data to answer questions
  - identify patterns and trends in context, within and between data sets
  - communicate findings, using data displays.

**Year 5**

**Mokopuna are learning to:**

- conduct investigations using the statistical enquiry cycle:
  - gather, sort, and display multivariate category and whole-number data and simple time-series data to answer questions
  - identify patterns and trends in context, within and between data sets
  - communicate findings, using data displays.

**Year 6**

**Mokopuna are learning to:**

- conduct investigations using the statistical enquiry cycle:
  - gather, sort, and display multivariate category and whole-number data and simple time-series data to answer questions
  - identify patterns and trends in context, within and between data sets
  - communicate findings, using data displays.

**Making Sense of the Statistical Problem**

**Mokopuna are learning to:**

- investigate summary and comparison situations with categorical and discrete numerical data, using multivariate (two or more variables) data, by:
  - identifying the variables to be measured
  - posing summary and comparison investigative questions that can be answered with data
  - making predictions or assertions about expected findings.

**Mokopuna are learning to:**

- investigate summary and comparison situations with categorical and discrete numerical data, using multivariate data by:
  - identifying the variables to be measured
  - posing summary and comparison investigative questions that can be answered with data
  - making predictions or assertions about expected findings.

**Mokopuna are learning to:**

- investigate summary, comparison, and time-series situations, using multivariate data by:
  - identifying the variable that is being measured
  - posing investigative questions that can be answered with data
  - making predictions or assertions about expected findings.

**Plan**

**Mokopuna are learning to:**

- plan how to collect primary data to support answering the investigative question, including:
  - deciding the group of interest
  - deciding the variable(s) to be collected
  - building awareness of ethical practices in data collection.

**Mokopuna are learning to:**

- plan how to collect primary data to support answering the investigative question, including:
  - deciding the group of interest
  - deciding the variable(s) to be collected
  - building awareness of ethical practices in data collection, such as the anonymity of respondents in a statistical investigation.

**Mokopuna are learning to:**

- plan how to collect primary data or plan how to use provided data, including:
  - identifying who the data was collected from
  - identifying the variables of interest
  - identifying the original investigator's purpose for collecting the data.

**Collecting Data**

**Mokopuna are learning to:**

- identify the variables to be measured
- collect bivariate data, univariate data and time-series data using a variety of strategies
- collect summary and category data using a variety of strategies.

**Mokopuna are learning to:**

- identify the variables to be measured
- collect data based on the posed question
- collect summary, category and comparison data using a variety of strategies
- decide how the data is to be stored and managed.

**Mokopuna are learning to:**

- identify the variables to be measured
- collect summary, category and comparison data from primary or secondary sources using a variety of strategies
- decide how the data is to be stored and managed.

**Tohu Ako: Phase 2: Years 4–6**  
**Te Roanga o te Kōrero**

**Statistics**

**Analysing and Concluding**

<b>Year 4</b> <b>Mokopuna are learning to:</b>	<b>Year 5</b> <b>Mokopuna are learning to:</b>	<b>Year 6</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• create and describe data visualisations for summary and comparison investigations ensuring:               <ul style="list-style-type: none"> <li>- key parts of the visualisation are named</li> <li>- the data display is appropriate for the type of data.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• create and describe data visualisations for summary and comparison investigations ensuring:               <ul style="list-style-type: none"> <li>- key parts of the visualisation are named</li> <li>- the data display is appropriate for the type of data</li> <li>- the variable is named.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• create and describe data visualisations for summary and comparison investigations ensuring:               <ul style="list-style-type: none"> <li>- key parts of the visualisation are named</li> <li>- the data display is appropriate for the type of data</li> <li>- the variable is named</li> <li>- features, patterns, and trends are identified in context, including the variable and group of interest.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• choose the best descriptive statements to answer the investigative question and reflect on findings and how they compare with initial predictions or assertions.</li> </ul>	<ul style="list-style-type: none"> <li>• answer the investigative question</li> <li>• compare findings with initial predictions or assertions and existing knowledge of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• answer the investigative question</li> <li>• compare findings to initial predictions or assertions and existing knowledge of the world.</li> </ul>
<ul style="list-style-type: none"> <li>• represent data using dot plots, bar graphs, frequency tables, and time series graphs</li> <li>• connect the chance of an outcome occurring with fractions, decimals, and percentages</li> <li>• investigate situations and pose questions that are able to be answered.</li> </ul>	<ul style="list-style-type: none"> <li>• represent data using dot plots, bar graphs, frequency tables, and time series graphs</li> <li>• connect the chance of an outcome occurring with fractions, decimals, and percentages</li> <li>• investigate situations and pose questions that are able to be answered.</li> </ul>	<ul style="list-style-type: none"> <li>• represent data using dot plots, bar graphs, frequency tables, and time series graphs</li> <li>• connect the chance of an outcome occurring with fractions, decimals, and percentages</li> <li>• investigate situations and pose questions that are able to be answered.</li> </ul>

**The Language of Statistics**

<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>• dot plot</li> <li>• bar graph</li> <li>• x-axis</li> <li>• y-axis</li> <li>• data.</li> </ul>	<ul style="list-style-type: none"> <li>• line graph</li> <li>• distinctive feature (of data)</li> <li>• spreadsheet</li> <li>• column</li> <li>• row.</li> </ul>	<ul style="list-style-type: none"> <li>• composite bar graph</li> <li>• stem and leaf graph</li> <li>• outlier</li> <li>• fluctuate</li> <li>• cluster.</li> </ul>

**Tohu Ako: Phase 2: Years 4–6**  
**Te Roanga o te Kōrero**

**Probability**

**Learning Strategies**

**Mokopuna are learning to:**

- explain whether statements about data displays are correct with reference to the data
- predict and test the outcomes of an appropriate probability event and explain their thinking.

**Key Understandings**

<b>Year 4</b> <b>Mokopuna are learning to:</b>	<b>Year 5</b> <b>Mokopuna are learning to:</b>	<b>Year 6</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.</li> </ul>	<ul style="list-style-type: none"> <li>• investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.</li> </ul>	<ul style="list-style-type: none"> <li>• investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.</li> </ul>
<ul style="list-style-type: none"> <li>• engage in chance-based investigations with equally likely outcomes by:                             <ul style="list-style-type: none"> <li>- posing investigative questions and anticipating what might happen</li> <li>- identifying the outcomes for the investigative questions and creating data visualisations for frequencies of outcomes</li> <li>- describing what these visualisations show</li> <li>- find probabilities as fractions and answering the probability question.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• engage in chance-based investigations with equally likely outcomes by:                             <ul style="list-style-type: none"> <li>- posing investigative questions and anticipating what might happen</li> <li>- identifying the outcomes for the investigative questions and creating data visualisations for frequencies of outcomes</li> <li>- describing what these visualisations show</li> <li>- finding probabilities as fractions on a fractional number line or tree diagram to show the possible outcomes of combined probability events</li> <li>- answering the probability question.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• engage in chance-based investigations with equally likely outcomes by:                             <ul style="list-style-type: none"> <li>- posing investigative questions and anticipating what might happen</li> <li>- identifying the outcomes for the investigative questions and creating data visualisations for frequencies of outcomes</li> <li>- describing what these visualisations show</li> <li>- finding probabilities as fractions on a fractional number line or tree diagram to show the possible outcomes of combined probability events</li> <li>- identifying whether probability events are dependent, independent or mutually exclusive</li> <li>- answering the probability question.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• identify and explain errors in statements and/or data displays of others' statistical investigations</li> <li>• identify whether an outcome is more likely by systematically recording the results of chance experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain errors in statements and/or data displays of others' statistical investigations</li> <li>• identify whether an outcome is more likely by systematically recording the results of chance experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain errors in statements and/or data displays of others' statistical investigations</li> <li>• identify whether an outcome is more likely by systematically recording the results of chance experiments.</li> </ul>
<ul style="list-style-type: none"> <li>• explore simple probability situations</li> <li>• express probability as a simple fraction between 0 and 1.</li> </ul>	<ul style="list-style-type: none"> <li>• use more sophisticated language and ways of representing probability.</li> </ul>	<ul style="list-style-type: none"> <li>• determine whether a probability event is fair or biased</li> <li>• express probability as a percentage.</li> </ul>

**The Language of Probability**

<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>• bar graph</li> <li>• dot plot</li> <li>• pictograph</li> <li>• scale</li> <li>• probability events.</li> </ul>	<ul style="list-style-type: none"> <li>• random</li> <li>• prediction</li> <li>• outcome</li> <li>• independent event</li> <li>• dependent event.</li> </ul>	<ul style="list-style-type: none"> <li>• probability tree</li> <li>• event</li> <li>• sequence.</li> </ul>

# Hei Tautoko i Te Ako

## Pedagogical guidance

### Ensure the learning is accessible to all mokopuna

Kura are required to spend an average of 1-hour a day teaching pāngarau to mokopuna in Years 0-8. This can be in dedicated lessons, as well as through integration across all learning areas.

### Design learning for all mokopuna by:

- providing opportunities to solve problems
- using prompts (e.g., familiar vocabulary, previous learned concepts, diagrams, and materials)
- adapting the task (e.g., start with familiar numbers and gradually increase the complexity)
- asking questions to redirect thinking or encourage connections
- chunking learning into smaller parts
- presenting ideas using different representations or materials
- further explicit teaching (reteaching), demonstrating, and consolidating
- changing the context to one that is more familiar to the mokopuna.

### Support mokopuna with scaffolds such as:

- tailored teaching of specific maths skills needed to progress
- prompts and questions to connect with and recall previous learning
- asking the mokopuna to re-read and rephrase the problem in their own words
- teaching mokopuna how to recognise when they are unsure, and how to ask questions that can further their understanding
- providing visual prompts and resources to make connections to pāngarau concepts (e.g., using cubes, counters and ten frames)
- trying an alternative representation if the current one isn't working
- encouraging mokopuna to use physical activities (e.g., walking on a number line)
- encouraging mokopuna to draw a picture to show the problem or idea
- using simple, familiar numbers or contexts to consolidate the concept before extending to less familiar concepts
- supporting mokopuna to make connections to familiar words by promoting them and hanging them on classroom walls
- using a shared or guided approach to follow a process to complete their work.

### Grouping mokopuna:

- use flexible groups, based on the purpose of learning for the lesson, rather than fixed long-term grouping
- you may group mokopuna in several ways in the same lesson (e.g., working as a whole class to demonstrate and discuss, before moving into smaller groups to investigate a situation or solve a problem).

### Teaching strategies

<p><b>Provide opportunities to apply knowledge</b></p>	<ul style="list-style-type: none"> <li>• Mokopuna learn through doing, talking, writing/drawing, and modelling.</li> <li>• Plan time for mokopuna to consolidate what they have learned by repeating the process or task demonstrated by the teacher, moving from familiar situations towards applying to unfamiliar situations.</li> <li>• Plan tasks for mokopuna to apply knowledge and develop proficiency with problem-solving and reasoning.</li> <li>• Problems can be demonstrated with materials and connected to visual representations. Support mokopuna to decode problems through identification of key vocabulary and connection with actions or operations.</li> <li>• Incorporate familiar contexts into problem-solving exercises (e.g., if 12 people in our class have cats and 7 people have dogs, how many pets are there altogether?).</li> </ul>
<p><b>Teach and ask mokopuna to keep records of their learning</b></p>	<ul style="list-style-type: none"> <li>• Support mokopuna to record, review, connect, and synthesise ideas and reasoning.</li> <li>• Ask mokopuna to explain and represent their ideas using words, symbols, pictures, diagrams, and their working.</li> <li>• Allow time for mokopuna to practice vocabulary by making a display at a table, designing an anchor chart, taking photos and labelling them, or recording in their books.</li> <li>• Support mokopuna to organise their ideas, record, solve problems, summarise and reflect on what they have learnt using words, symbols or other representations.</li> <li>• Use 'think alouds' to describe numbers or shapes and ask mokopuna to make or draw their response (e.g., I am thinking of a 2D shape with 4 sides, two are short and two are long. Draw and label what you think the shape could be).</li> </ul>

Tūārere 1  
Years 0-3

Tūārere 2  
Years 4-6

Tūārere 3  
Years 7-8

Tūārere 4  
Years 9-10

Tūārere 5  
Years 11-13

# Tūārere 3 Years 7-8



Whenu			
HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho

Toi Mokopuna			
Mokopuna are flexible, interested, curious, collaborative, creative and reflective investigators, willing to test strategies to solve problems for the school, themselves, their whānau, hapū and iwi.	Mokopuna are agile thinkers like their ancestors. Pāngarau ways of thinking and doing have been passed to them and will be passed on to others.	Mokopuna are confident and articulate in their reasoning, explaining and communicating mathematical ideas and concepts, and are interested in the role of mathematics and its value as a different type of language.	Mokopuna are persistent and reflective, monitoring and adjusting their own thinking and performance by contextualising and identifying patterns and connections, constructing mathematics and their worlds.

### Tohu Ako: Phase 3: Years 7-8

Whāinga			
<b>Mokopuna learning focuses on</b> choosing a topic for mathematical investigation and justifying the methods chosen to solve problems and evaluate situations.	<b>Mokopuna learning focuses on</b> using mathematics to complete projects for themselves, the kura, and the community.	<b>Mokopuna learning focuses on</b> justifying outcomes using the correct mathematical expressions and concepts in alignment with and across each strand.	<b>Mokopuna learning focuses on</b> building and presenting models showing relationships and patterns that explain the mathematical knowledge being used.

Proactively released

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 3: Years 7–8</b>			

**Kia Mataara**

<p><b>By the end of year 7, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• explore the concepts of decimals and fractions as an extension of the place-value system</li> <li>• explore integers</li> <li>• understand the statistical enquiry cycle (PPDAC–Problem, Plan, Data, Analysis, Conclusion) can be used to conduct data-based investigations about the wider community.</li> </ul>	<p><b>By the end of year 7, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• explore scenarios where positive and negative numbers are used, such as temperature changes or financial transactions</li> <li>• understand datasets have a whakapapa and how and why data about people and te ao tūroa is collected, interpreted, and stored, who it needs to benefit and include, and how to protect them</li> <li>• can describe position, direction and pathways using te ao tūroa, as in Māori systems of knowledge, or using scale, compass points, and environmental features.</li> </ul>	<p><b>By the end of year 7, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• explain the place value system for decimals and whole numbers</li> <li>• articulate operations using positive and negative numbers</li> <li>• use mathematical terms such as prime, composite, and square numbers.</li> </ul>	<p><b>By the end of year 7, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• understand number line relationships (on a number line fractions and decimals are located between integers, while negative numbers are positioned to the left of zero)</li> <li>• understand decimals are an extension of the place-value system</li> <li>• coordinate systems and maps to express position, direction, and pathways.</li> </ul>
<p><b>By the end of year 8, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• investigate the relationship between 2D and 3D shapes.</li> </ul>	<p><b>By the end of year 8, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• understand that common Māori patterns and shapes are valued for their mātauranga Māori and explored for their mathematical properties.</li> </ul>	<p><b>By the end of year 8, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• describe properties associated with prime, composite, and square numbers</li> <li>• explain and understand divisibility rules for 2, 3, 5, 9, and 10</li> <li>• use both words and symbols to describe properties of operations, including commutative, distributive, associative and inverse</li> <li>• identify and clearly articulate how these properties apply to different mathematical operations.</li> </ul>	<p><b>By the end of year 8, mokopuna:</b></p> <ul style="list-style-type: none"> <li>• understand that a variable can be used to represent any number</li> <li>• understand linear patterns and functions have a constant rate of change, i.e. they can be represented by ordered pairs, tables, XY graphs, and a rule (equation)</li> <li>• understand data visualisations show patterns, trends, and variations and that alternative visualisations of the same data can lead to different insights and communicate different information.</li> </ul>

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<b>Tohu Ako: Phase 3: Years 7–8</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā te Kaiako</b>			
<p><b>Year 7</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• create and apply different types of investigative questions to a variety of contexts</li> <li>• carry out an investigation using the statistical enquiry cycle</li> <li>• select the appropriate measurement for the context and phenomenon being measured.</li> </ul>	<p><b>Year 7</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• make connections from their everyday lives to mathematical ideas</li> <li>• explore the different types of numbers and their use in everyday contexts.</li> </ul>	<p><b>Year 7</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• use the language of whole, fractional and integer numbers</li> <li>• communicate and articulate the commutative, associative, and distributive properties.</li> </ul>	<p><b>Year 7</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• transition between various formal and informal mathematical representations</li> <li>• construct models of 2D and 3D shapes</li> <li>• model algebraic and statistical graphs.</li> </ul>
<p><b>Year 8</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• investigate the patterns in integers</li> <li>• understand the commutative, associative, distributive, and identity properties</li> <li>• understand functions and linear patterns</li> <li>• convert various metric measurements.</li> </ul>	<p><b>Year 8</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• understand how, in sciences like physics, variables can represent quantities such as time, distance, or velocity. (e.g., using "t" for time allows us to formulate equations that describe motion or change in different scenarios)</li> <li>• understand in business, the relationship between the quantity of goods sold and the total revenue is a function</li> <li>• understand marae can be represented in 2D and 3D.</li> </ul>	<p><b>Year 8</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• learn the language of spatial orientation up to 8 divisions including traditional Māori compass points</li> <li>• create and read various graphs, charts and timetables</li> <li>• present and communicate findings of investigations using various language genres.</li> </ul>	<p><b>Year 8</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>• understand the relationships between various types of fractional numbers and how these types of numbers are presented</li> <li>• understand the structures used to represent the addition, subtraction and multiplication of various fractions</li> <li>• use visualisations to represent data</li> <li>• use and apply spatial orientation representations.</li> </ul>

HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
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**Tohu Ako: Phase 3: Years 7–8**

**Te Ngako o te Whāinga**

**Mā te Mokopuna**

<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>pose investigative questions about local rohe and community matters and make predictions or assertions about what I expect to find</li> <li>pose investigative questions for chance-based situations, including those with not equally likely outcomes.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>identify where to use whole and fractional numbers</li> <li>understand the contexts where positive and negative numbers are used</li> <li>recognise ethical considerations for collecting, analysing, and making conclusions about data</li> <li>estimate the measurement of everyday objects and discuss whether accurate measurement is crucial or not</li> <li>benchmark measurement units against real world objects.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>recognise, read, write, represent, compare, order, and convert between fractions, decimals, and percentages</li> <li>use words and symbols to describe and represent the properties of operations (commutative, distributive, associative, inverse, and identity)</li> <li>read analogue and digital measurement tools, round appropriately, and interpret scales accurately</li> <li>read, interpret, and use timetables and charts that present measurement information</li> <li>analyse data and communicate findings in context</li> <li>use appropriate metric units for length, area, volume, capacity, mass, temperature, data storage, time, and angle</li> <li>use words and numbers to interpret scales accurately</li> <li>employ terms like quadrilateral, triangle, circle, etc., to classify shapes and use descriptors like congruent, similar, parallel, and perpendicular to specify geometric properties.</li> </ul>	<p><b>I am learning to:</b></p> <ul style="list-style-type: none"> <li>represent whole numbers and decimals using powers of ten</li> <li>recognise the relationships between the different types of fractions</li> <li>represent and connect linear functions using tables, equations, and XY graphs</li> <li>visualise and draw nets for prisms that have a fixed cross section</li> <li>use plan-view drawings to visualise and construct three-dimensional shapes</li> <li>identify the relationship between measuring geometric shapes and their properties</li> <li>understand the relationship between 2D and 3D shapes</li> <li>use data visualisations to describe the distribution of observed outcomes.</li> </ul>
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HE TANGATA tūhura ki te ao	HE URI WHAKAHEKE ki te whai ao	HE PUNA KŌRERO o te reo pāngarau	HE ĀKONGA mauri oho
<b>Tohu Ako: Phase 3: Years 7–8</b>			
<b>Te Roanga o te Kōrero</b>			
<p><b>Characteristics of Mokopuna</b> Mokopuna enjoy investigations of mathematical concepts, ideas, questions, situations, and problems using mathematical content knowledge, where mathematics is useful.</p> <p>Mokopuna can critique the mathematical methods they are using and their own efficacy, as well as critiquing situations and solutions to problems using mathematical tools and literacies.</p>	<p><b>Characteristics of Mokopuna</b> Mokopuna grow their understanding of how mathematics is used in their everyday lives, and the similarities and differences in te ao Māori and te ao pāngarau.</p> <p>Mokopuna are recognising that mathematics is useful for their purposes and what they want to do in their lives.</p> <p>Mokopuna are thinking about local and global issues and how mathematics can support them to understand what they can do to effect positive change locally and globally.</p>	<p><b>Characteristics of Mokopuna</b> Mokopuna ask appropriate and relevant mathematical questions about their world.</p> <p>Mokopuna can use a range of mathematical literacies to communicate their mathematical explorations and findings.</p> <p>Mokopuna can discuss their investigations and findings as part of mathematical communities, knowing how to interact collaboratively and respectfully with others (e.g., talk moves).</p> <p>Mokopuna use of mathematical literacies support them to evaluate and reflect on the world around them as well as the mathematics that they use (e.g., is the graph they selected the best graph for showing the results of their investigation?).</p> <p>Mokopuna understand that they need to use different forms of language when they are communicating with different people or for different purposes.</p>	<p><b>Characteristics of Mokopuna</b> Mokopuna have found that mathematics is about recognising different kinds of patterns, being able to describe attributes, find themselves in space, think about possibilities and the different dimensions of things.</p> <p>Mokopuna understand that there is a way to be logical and use mathematical reasoning and generalising to make sense of situations and help solve problems.</p> <p>Mokopuna understanding of mathematical content means that they can use and see use for mathematics outside of the classroom.</p> <p>Mokopuna make connections across mathematical areas and in other learning areas.</p> <p>Mokopuna are growing confidence to make conjectures, and search for proofs.</p>
<p><b>Affirming Identity</b> Mokopuna awareness of how others work things out, what others want to know about and how to relate appropriately during mathematical investigations, supports them to work both independently and collaboratively. Mokopuna are creative with pāngarau.</p>	<p><b>Affirming Identity</b> Mokopuna understand that mathematics culture has a language and tikanga of its own, which is different to their own culture, and are okay with thinking in different cultural ways simultaneously. They know that making mistakes in mathematics does not change who they are.</p>	<p><b>Affirming Identity</b> Mokopuna are mostly confident to communicate about their mathematical ideas and findings, particularly if they are given more opportunities to share and communicate to wider audiences.</p>	<p><b>Affirming Identity</b> Mokopuna relate to mathematical knowledge for its own sake, and for the ways that they can use mathematics in their everyday lives.</p>

**Tohu Ako: Phase 3: Years 7–8**  
**Te Roanga o te Kōrero**

**Number**

**Learning Strategies**

**Mokopuna are learning to:**

- solve multiplication and division problems involving whole numbers, common fractions, decimals, and percentages by selecting from a range of strategies based on the type of problem and numbers involved
- solve problems involving two- and three-digit numbers, by applying a strategy from a limited rehearsed repertoire. The strategies are most likely to involve place-value partitioning, or compensation when the number is close to a tidy number.

**The main strategies mokopuna are using are:**

- solving simple multiplication and simple fraction problems using basic facts
- finding solutions to multiplication/division problems using basic facts and number strategies in their minds
- using place value partitioning and compensation strategies when working with tidy numbers, equivalent addition, and inverse operations
- using equal sharing to find fractions of a quantity
- solving problems by making tens, using tidy numbers, compensation, place value partitioning and known facts (doubling).

**Key Understandings**

**Number Structure**

**Year 7**

**Mokopuna are learning to:**

- identify, read, write, compare and order whole numbers using powers of 10:  
e.g.,  $10,000 = 10^4$ .
- find the highest common factor (HCF) of two numbers under 100
- find the least common multiple (LCM) of two numbers under 10
- use exponents to notate repeated multiplication and identify square roots of square numbers to at least 100.

**Year 8**

**Mokopuna are learning to:**

- identify, read, write, compare and order whole numbers and decimals using powers of 10:  
e.g.,  $0.01 = \frac{1}{100} = 10^{-2}$ .
- use prime factorisation to represent a number and to find the HCF of two numbers
- identify prime and composite numbers to at least 100, and cube numbers to at least 125.

**Operations**

**Mokopuna are learning to:**

- use rounding and estimation to predict and check the reasonableness of calculations
- round whole numbers to any specified multiple of powers of 10
- round decimals to the nearest tenth, hundredth, or whole number
- multiply whole numbers.
- divide whole numbers by 1- or 2-digit divisors:  
e.g.,  $327 \div 5 = 65.4$  or  $65\%$ .
- order, compare, add, and subtract integers using tools:  
e.g., calculator.

**Mokopuna are learning to:**

- use rounding and estimation to predict and to check the reasonableness of calculations.
- divide whole numbers:  
e.g.,  $327 \div 15 = 21.8$  or  $21\%$ .
- order, compare, add, and subtract integers.

**Tohu Ako: Phase 3: Years 7–8**  
**Te Roanga o te Kōrero**

**Number**

**Rational Numbers**

<b>Year 7</b> <b>Mokopuna are learning to:</b>	<b>Year 8</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>identify, read, write, and represent fractions, decimals (to three places) and percentages.</li> </ul>	<ul style="list-style-type: none"> <li>identify, read, write, and represent fractions, decimals, and percentages.</li> </ul>
<ul style="list-style-type: none"> <li>compare, order, and convert between fractions, decimals (to three places), and percentages.</li> </ul>	<ul style="list-style-type: none"> <li>compare, order, and convert between fractions, decimals, and percentages.</li> </ul>
	<ul style="list-style-type: none"> <li>multiply and divide numbers by powers of 10.</li> </ul>
	<ul style="list-style-type: none"> <li>find equivalent fractions, simplify fractions, and convert between improper fractions and mixed numbers</li> <li>multiply fractions and decimals by whole numbers and find a percentage of a whole number.</li> </ul>
<ul style="list-style-type: none"> <li>find the whole amount, given a simple fraction or percentage: e.g., 25% is \$100, what is the original amount?</li> </ul>	<ul style="list-style-type: none"> <li>find the whole amount, given a simple fraction or percentage: e.g., 75% is \$45, what is the original amount?</li> </ul>
<ul style="list-style-type: none"> <li>add and subtract fractions with different denominators up to tenths: e.g., <math>\frac{3}{4} + \frac{1}{3}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract fractions with different denominators by using equivalent fractions.</li> </ul>
<ul style="list-style-type: none"> <li>use proportional reasoning to explore relationships between quantities: e.g., 3 red for every 7 blue balls, how many balls altogether when there are 18 red?</li> </ul>	<ul style="list-style-type: none"> <li>use proportional reasoning to share in unequal proportions: e.g., 100 stickers to share, for every 1 sticker I get, you get 3 stickers, how many do we each get.</li> </ul>

**Financial Maths**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>calculate costs, and change for any amount of money.</li> </ul>	<ul style="list-style-type: none"> <li>create and compare weekly, monthly and yearly finance plans: e.g., savings, phone plans, budgets and 'buy now, pay later' service.</li> </ul>
<ul style="list-style-type: none"> <li>calculate the percentage discounts of whole dollar amounts: e.g., What is 35% of \$180?</li> </ul>	<ul style="list-style-type: none"> <li>calculate percentage discounts.</li> </ul>

**The Language of Number**

<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>change</li> <li>decimal places</li> <li>highest common factor</li> <li>lowest common multiple</li> <li>ratio</li> <li>proportion</li> <li>denominator</li> <li>numerator</li> <li>tidy numbers</li> <li>compensation rule</li> <li>simplify</li> <li>percentage discount</li> <li>mixed numbers</li> <li>improper fractions</li> <li>convert</li> <li>round</li> <li>exponents</li> <li>square root.</li> </ul>	<ul style="list-style-type: none"> <li>budget</li> <li>financial plan</li> <li>proportion</li> <li>highest common factor</li> <li>lowest common multiple</li> <li>tidy numbers</li> <li>prime number</li> <li>compensation rule</li> <li>simplify</li> <li>hire purchase</li> <li>percentage discount</li> <li>powers of 10</li> <li>exponents</li> <li>square root</li> <li>simple fractions</li> <li>integer</li> <li>prime numbers</li> <li>composite numbers</li> <li>denominator.</li> </ul>

**Tohu Ako: Phase 3: Years 7–8**  
**Te Roanga o te Kōrero**

**Algebra**

**Learning Strategies**

**Mokopuna are learning to:**

- use a variety of visual representations, such as tally charts, graphs and rules to solve problems related to sequential patterns.

**Key Understandings**

**Generalise Number Properties**

<b>Year 7</b> <b>Mokopuna are learning to:</b>	<b>Year 8</b> <b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• explore multiplicative inverses (a number and its reciprocal) in multiplying numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• use commutative, associative, identity, and inverse properties with expressions including negative numbers.</li> <li>• identify and describe the properties of prime and composite numbers and explore other divisibility rules.</li> </ul>
<ul style="list-style-type: none"> <li>• explore additive inverses (pairs of opposites) in adding and subtracting positive and negative numbers: e.g., <math>-6 + 8 = -6 + 6 + 2</math>.</li> </ul>	
<ul style="list-style-type: none"> <li>• recall multiplication facts to <math>10 \times 10</math> and identify and describe the divisibility rules for 2, 3, 5, 9 and 10.</li> </ul>	

**Equations and Relationships**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• describe and use the commutative, distributive, and associative properties of operations: e.g., <math>0 \times \_ = \_ \times 0</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• simplify algebraic expressions involving sums, products, and differences, including expanding single brackets expressions using the distributive property: e.g., <math>2(x + 3) + 1 = 2x + 6 + 1 = 2x + 7</math>.</li> </ul>
<ul style="list-style-type: none"> <li>• find the value of an expression or a formula given values of the variables: e.g., calculate <math>w + 12</math> when <math>w = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• find the value of an expression or a formula given values of the variables.</li> </ul>
<ul style="list-style-type: none"> <li>• for a linear pattern, identify the constant rate of change and the fixed value, write the equation using variables and algebraic notation to represent the rule, and use the rule to make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• determine if a pattern is linear and if it is, write the equation for the pattern, and use the equation.</li> </ul>
<ul style="list-style-type: none"> <li>• represent situations or word problems using equations, tables and XY graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• represent situations or word problems using equations, tables and XY graphs.</li> </ul>
<ul style="list-style-type: none"> <li>• understand how a change in one variable will affect other variables.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the role of vertical and horizontal axes, and ordered pairs to represent a relationship between variables on a graph</li> <li>• identify the role of the slope of a line graph in expressing the relationship between variables.</li> </ul>

**Algebraic Thinking**

<b>Mokopuna are learning to:</b>	<b>Mokopuna are learning to:</b>
<ul style="list-style-type: none"> <li>• create, test, and revise algorithms involving a sequence of steps and decisions: e.g., test if numbers can be divided by 2, 3, 4, 5, 9 or 10.</li> </ul>	<ul style="list-style-type: none"> <li>• create, test, revise, and use algorithms to identify, interpret, and explain patterns: e.g., sort numbers as primes or triangular.</li> </ul>

**The Language of Algebra**

<b>Mokopuna know the following words:</b>	<b>Mokopuna know the following words:</b>
<ul style="list-style-type: none"> <li>• algebra</li> <li>• equation</li> <li>• set of ordered pairs</li> <li>• line graph</li> <li>• chart</li> <li>• x-axis (horizontal axis)</li> <li>• y-axis (vertical axis)</li> <li>• interpret</li> <li>• revise.</li> </ul>	<ul style="list-style-type: none"> <li>• linear relationship</li> <li>• non-linear relationship</li> <li>• x-axis (horizontal axis)</li> <li>• y-axis (vertical axis)</li> <li>• variables</li> <li>• algorithms</li> <li>• algebraic</li> <li>• interpret</li> <li>• revise.</li> </ul>

## Tohu Ako: Phase 3: Years 7–8

## Te Roanga o te Kōrero

## Measurement

## Learning Strategies

**Mokopuna are learning to:**

- use equipment and basic calculation to measure perimeter, area, volume, money and time
- multiply and divide by powers of 10 to convert into related metric units.

## Key Understandings

## Measuring

**Year 7****Mokopuna are learning to:**

- estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate metric units.
- select and use an appropriate base measurement (e.g., metre, gram, litre) within the metric system, along with their prefixes (e.g., centimetre, kilogram, millilitre) to show the size of units.
- convert between metric units of length, mass, and capacity using whole numbers and decimals to express parts of a whole unit:  
e.g., 724 g = 0.724 kg.
- find speed from distance and time.

**Year 8****Mokopuna are learning to:**

- estimate and then measure length, area, volume, capacity, mass (weight), temperature, data storage, time, and angle, using appropriate metric units.
- select and use an appropriate base measurement within the metric system along with their prefixes to show the size of units.
- convert between measurement units, including square units.
- find distance from speed and time or time from distance and speed.

## Perimeter, Area and Volume

**Mokopuna are learning to:**

- calculate the perimeter and area of compound shapes composed of triangles and rectangles
- identify that the relationship between circumference and diameter or radius is a constant ratio. They understand the metric relationship:  
e.g., 1 g = 1 ml = 1 cm<sup>3</sup>.

**Mokopuna are learning to:**

- calculate volume of triangular prisms and shapes composed of rectangular prisms.

## Time

**Mokopuna are learning to:**

- read, interpret, and use timetables and charts that present measurement information.
- convert between units of time and solve duration problems including fractions of time.

**Mokopuna are learning to:**

- read, interpret, and use timetables and charts that present measurement information.
- write and show 24-hour time.

Tohu Ako: Phase 3: Years 7-8  
Te Roanga o te Kōrero

Measurement

The Language of Measurement

Year 7 Mokopuna know the following words:	Year 8 Mokopuna know the following words:
<ul style="list-style-type: none"><li>• rate units (e.g., km/hr, price/kg)</li><li>• perimeter</li><li>• area</li><li>• volume</li><li>• rectangle</li><li>• affix</li><li>• metre (m)</li><li>• gram (g)</li><li>• litre (l)</li><li>• centimetre (cm)</li><li>• kilogram (kg)</li><li>• millilitre (ml).</li></ul>	<ul style="list-style-type: none"><li>• rate units</li><li>• double number lines</li><li>• charts</li><li>• 24-hour time</li><li>• prism</li><li>• triangular prism</li><li>• distance</li><li>• speed</li><li>• unit of measurement</li><li>• square units</li><li>• process</li><li>• affix</li><li>• length</li><li>• amount</li><li>• volume</li><li>• capacity</li><li>• mass</li><li>• temperature</li><li>• data storage.</li></ul>

Proactively released

## Tohu Ako: Phase 3: Years 7–8

## Te Roanga o te Kōrero

## Geometry

## Learning Strategies

**Mokopuna are learning to:**

- name, describe, and draw nets for 3D shapes
- draw and write grids, ordered pairs and simple maps to show coordinates
- show transformation on a grid
- understand the features of different types of prisms
- design prisms and pyramid nets
- describe position and give directions using grid points and main compass points
- create and explain patterns resulting from a transformation.

## Key Understandings

## Shapes

**Year 7****Mokopuna are learning to:**

- classify shapes based on their properties, including identifying different classes of shapes.
- identify and describe angles at a point, angles on a straight line, and vertically opposite angles.

**Year 8****Mokopuna are learning to:**

- describe triangles, quadrilaterals, and other polygons according to their side, diagonal, and angle properties.
- reason about unknown angles in situations involving angles at a point, angles on a straight line, vertically opposite angles, interior angles of triangles, and polygons.

## Spatial Reasoning

**Mokopuna are learning to:**

- visualise, construct, and draw plan views for front, back, left, right and top views for 3D shapes using cube models, digital tools, and grid paper.
- resize by a whole number and unit fractions less than one to transform 2D shapes, including composite shapes
- use toi Māori shapes to create transformational patterns: e.g., kōwhaiwhai.

**Mokopuna are learning to:**

- visualise and draw nets for prisms that have a fixed cross section.
- recognise the invariant properties of two- and three- dimensional shapes under different transformations
- enlarge/reduce shapes by a scale factor
- understand the relationship between the scale factor and area and volume
- combine transformations: e.g., translation and reflection
- use toi Māori shapes to create transformational patterns: e.g., kōwhaiwhai.

## Location and Direction

**Mokopuna are learning to:**

- interpret and communicate the location of positions and pathways using coordinates, angle measures, and the 8 compass points: e.g., 45° E from N is NE.
- give instructions using degrees. The north is at 0 degrees. Compass points travel clockwise. There are 360 degrees altogether. At 90 degrees is east, at 270 degrees is west.

**Mokopuna are learning to:**

- use map scales, compass points, distance and turn to interpret and communicate positions and pathways in coordinate systems and grid reference systems.
- understand that compass points are used for giving or following directions. Angles measure the degrees toward a point. Degrees are measured clockwise from the north.

Tohu Ako: Phase 3: Years 7–8  
Te Roanga o te Kōrero

Geometry

The Language of Geometry

**Year 7**  
Mokopuna know the following words:

- scale factor of enlargement
- scale factor of reduction
- ratio
- interior angle
- co-interior angle
- scale
- top view
- front view
- right side view
- left side view
- transformation
- composite shape
- position
- direction
- vertically opposite angle
- digital tools
- degrees.

**Year 8**  
Mokopuna know the following words:

- acute angle
- obtuse angle
- straight line angle
- whole angle
- reflex angle
- complementary angle
- supplementary angle
- conjugate angles
- opposite angle
- interior angle
- co-interior angle
- corresponding angle
- alternate angle
- hypotenuse
- cross section
- reflection
- translation
- enlarge
- reduce
- scale of enlargement
- scale of reduction
- area
- volume
- net
- vertically opposite angle.

## Tohu Ako: Phase 3: Years 7–8

### Te Roanga o te Kōrero

#### Statistics

##### Learning Strategies

##### Mokopuna are learning to:

- compose comparison questions that relate to bivariate, multivariate and time series data
- create and interpret line, histogram and composite bar graphs
- pose investigative questions about a wider population
- collect samples of multivariate data and analyse these using displays to find patterns within, between, and beyond the data, and to notice unusual values
- recognise whether data needs to be cleaned and can discuss appropriate reasons for variations in the data
- communicate their findings with appropriate displays and generalise in context.

##### Key Understandings

##### Make Sense of the Problem

##### Year 7

##### Mokopuna are learning to:

- investigate summary, comparison, time series, and relationship situations for paired categorical data using multivariate datasets by:
  - posing investigative questions about local community matters
  - making predictions or assertions about expected findings.

##### Year 8

##### Mokopuna are learning to:

- investigate summary, comparison, time series, and relationship situations for paired categorical data using multivariate datasets by:
  - posing investigative questions about local community matters
  - making predictions or assertions about expected findings.

##### Planning

##### Mokopuna are learning to:

- plan how to collect or source data to answer investigative questions, including:
  - determining or identifying the variables needed
  - planning how to collect data for each variable or finding out how they were collected:
    - e.g., how to measure them when collecting
  - identifying the group of interest or who the data was collected from
  - building awareness of the ethical practices in data collection through strategic questioning of data collection questions or data collection methods.

##### Mokopuna are learning to:

- plan how to collect or source data to answer investigative questions, including:
  - determining or identifying the variables needed
  - planning how to collect data for each variable or finding out how they were collected:
    - e.g., how to measure them when collecting
  - identifying the group of interest or who the data was collected from
  - building awareness of the ethical practices in data collection through strategic questioning of data collection questions or data collection methods.

##### Data

##### Mokopuna are learning to:

- collect data, including:
  - checking for errors and following up and correcting them when possible
  - creating data dictionaries that include information that is important to help others understand the context.

##### Mokopuna are learning to:

- source ready-to-use data and describe information about the variables by using provided data dictionaries.

##### Analyses and Conclusion

##### Mokopuna are learning to:

- create and describe data visualisations for summary, comparison, relationships (paired categorical), and time series investigations, including interweaving context into descriptions of distributions, and features of distributions
- compare findings to initial predictions or assertions and existing knowledge of the world
- communicate findings in context to answer the investigative question using evidence from analysis.

##### Mokopuna are learning to:

- create and describe data visualisations for summary, comparison, relationships, and time series investigations, using multiple visualisations to provide different views of the data, including features and context in descriptions of distributions
- compare findings to initial predictions or assertions and existing knowledge of the world
- communicate findings in context to answer the investigative question using evidence from analysis and consider possible explanations for findings.

Tohu Ako: Phase 3: Years 7-8  
Te Roanga o te Kōrero

Statistics

The Language of Statistics

Year 7 Mokopuna know the following words:	Year 8 Mokopuna know the following words:
<ul style="list-style-type: none"><li>• average</li><li>• median</li><li>• mode</li><li>• range</li><li>• distribution</li><li>• assertion</li><li>• evidence</li><li>• population</li><li>• sample</li><li>• random.</li></ul>	<ul style="list-style-type: none"><li>• straight</li><li>• biased</li><li>• rule</li><li>• ethical</li><li>• histogram</li><li>• continuous data.</li></ul>

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## Tohu Ako: Phase 3: Years 7–8

## Te Roanga o te Kōrero

## Probability

## Learning Strategies

**Mokopuna are learning to:**

- identify and explain errors in statements and/or data displays of others' statistical investigations
- identify whether an outcome is more likely by systematically recording the results of chance experiments.

## Key Understandings

## Probability Investigations

**Year 7****Mokopuna are learning to:**

- plan and conduct probability experiments for chance-based situations, including undertaking trials using technology, by:
  - posing investigative questions
  - identifying outcomes for the investigative questions posed and anticipating what might happen
  - deciding the number of trials, tools to be used, and recording method
  - collecting and recording data
  - creating data visualisations for the distribution of observed outcomes
  - describing what these visualisations show
  - finding the probability estimates for the different outcomes
  - proposing possible theoretical outcomes and associated probabilities for situations where no theoretical model exists
  - identifying similarities and differences between findings and those of others
  - reflecting on anticipated outcomes
  - identifying similarities and differences between findings from probability experiments and associated theoretical probabilities as appropriate.

**Year 8****Mokopuna are learning to:**

- plan and conduct probability experiments for chance-based situations, including undertaking trials using technology, by:
  - posing investigative questions
  - identifying outcomes for the investigative questions posed and anticipating what might happen
  - deciding the number of trials, tools to be used, and recording method
  - collecting and recording data
  - creating data visualisations for the distribution of observed outcomes from probability experiments and all possible outcomes for theoretical probability models where they exist
  - describing what these visualisations show
  - finding the probability estimates for the different outcomes
  - proposing possible theoretical outcomes and associated probabilities for situations where no theoretical model exists
  - identifying similarities and differences between findings and those of others
  - reflecting on anticipated outcomes
  - identifying similarities and differences between findings from probability experiments and associated theoretical probabilities as appropriate.

## Critical Thinking in Probability

**Mokopuna are learning to:**

- agree or disagree with others' conclusions by interrogating their probability experiments.

**Mokopuna are learning to:**

- agree or disagree with others' conclusions using a higher level of mathematical reasoning and logic when interrogating their probability experiments.
- recognise claims or misconceptions in relation to chance-based situations.

## The Language of Probability

**Mokopuna know the following words:**

- variability
- distribute
- biased
- unbiased
- theoretical probability
- associated probabilities
- outcomes
- probability experiments
- experiment.

**Mokopuna know the following words:**

- situations
- probability
- event
- theoretical outcomes
- theoretical model
- trials
- data visualisations
- probability experiment
- theoretical probability.

# Hei Tautoko i Te Ako

## Pedagogical guidance

### Ensure the learning is accessible to all mokopuna

Kura are required to spend an average of 1-hour a day teaching pāngarau to mokopuna in Years 0–8. This can be in dedicated lessons, as well as through integration across all learning areas.

### Design learning for all mokopuna by:

- providing opportunities to solve problems
- using prompts (e.g., familiar vocabulary, previous learned concepts, diagrams, and materials)
- adapting the task (e.g., start with familiar numbers and gradually increase the complexity)
- asking questions to redirect thinking or encourage connections
- chunking learning into smaller parts
- presenting ideas using different representations or materials
- further explicit teaching (reteaching), demonstrating, and consolidating
- changing the context to one that is more familiar to the mokopuna.

### Support mokopuna with scaffolds such as:

- tailored teaching of specific maths skills needed to progress
- prompts and questions to connect with and recall previous learning
- asking the mokopuna to re-read and rephrase the problem in their own words
- teaching mokopuna how to recognise when they are unsure, and how to ask questions that can further their understanding
- providing visual prompts and resources to make connections to pāngarau concepts (e.g., using cubes, counters and ten frames)
- trying an alternative representation if the current one isn't working
- encouraging mokopuna to use physical activities (e.g., walking on a number line)
- encouraging mokopuna to draw a picture to show the problem or idea
- using simple, familiar numbers or contexts to consolidate the concept before extending to less familiar concepts
- supporting mokopuna to make connections to familiar words by promoting them and hanging them on classroom walls
- using a shared or guided approach to follow a process to complete their work.

### Grouping mokopuna:

- use flexible groups, based on the purpose of learning for the lesson, rather than fixed long-term grouping
- you may group mokopuna in several ways in the same lesson (e.g., working as a whole class to demonstrate and discuss, before moving into smaller groups to investigate a situation or solve a problem).

### Teaching strategies

<b>Provide opportunities to apply knowledge</b>	<ul style="list-style-type: none"><li>• Mokopuna learn through doing, talking, writing/drawing, and modelling.</li><li>• Plan time for mokopuna to consolidate what they have learned by repeating the process or task demonstrated by the teacher, moving from familiar situations towards applying to unfamiliar situations.</li><li>• Plan tasks for mokopuna to apply knowledge and develop proficiency with problem-solving and reasoning.</li><li>• Problems can be demonstrated with materials and connected to visual representations. Support mokopuna to decode problems through identification of key vocabulary and connection with actions or operations.</li><li>• Incorporate familiar contexts into problem-solving exercises (e.g., if 12 people in our class have cats and 7 people have dogs, how many pets are there altogether?).</li></ul>
<b>Teach and ask mokopuna to keep records of their learning</b>	<ul style="list-style-type: none"><li>• Support mokopuna to record, review, connect, and synthesise ideas and reasoning.</li><li>• Ask mokopuna to explain and represent their ideas using words, symbols, pictures, diagrams, and their working.</li><li>• Allow time for mokopuna to practice vocabulary by making a display at a table, designing an anchor chart, taking photos and labelling them, or recording in their books.</li><li>• Support mokopuna to organise their ideas, record, solve problems, summarise and reflect on what they have learnt using words, symbols or other representations.</li><li>• Use 'think alouds' to describe numbers or shapes and ask mokopuna to make or draw their response (e.g., I am thinking of a 2D shape with 4 sides, two are short and two are long. Draw and label what you think the shape could be).</li></ul>

# Pāngarau Kuputaka

## A

ahu-3	3-dimensional
ahu-2	2-dimensional
āhuatanga pūmau	invariant property
aromātai	to evaluate
aroturuki	monitor

## H

hātepe	steps; algorithm
hononga	relationship
hōpara	explore
horopaki	context
huritao	reflect upon

## K

kīanga	phrase; expression
kīanga taurangi	algebraic expression
kitenga	finding
kōwhiringa	option; choice

## M

māramatanga	understanding
matike	arise

## O

otinga	outcome; effect
--------	-----------------

## P

pākiki	curious
pānga rārangi	linear relationship
panoni	transformation; change
pāpātanga	rate
pāpono	event
parahau	justify
pūāhua	situation (like context)
pūhui	compound
pūkenga	skill
pūnaha	system
pūtahitanga	institution
pūtake	purpose
putanga, putanga iho	outcome

## R

rahinga	quantity
rārangi whakarara	parallel lines
raraunga houanga	time series data
raraunga matarua	bi-variate data
raraunga motumotu	discrete data
raraunga whakarōpū	category data
raumata	net (of a solid shape)
rautaki	strategy
rawa	natural resources; resource; materials

## T

takahuri	amend; alter; change
takirua raupapa	ordered pair

tāpaetanga kōrero  
tāpua  
taputapu  
tau hiato  
tau toitū  
tau tōpū  
tauirā raupapa  
tauirā tāruarua  
taunaki (-tanga)  
taupori  
taupū  
taurangi  
taurea  
taurite  
tautohe(tia)  
tautohu  
tauwehe  
tāwariwari  
tipu  
tirohanga  
tō  
tohu  
toitū  
torotoro  
tūāhua  
tuakiri  
tūāpapa  
tūārere  
tuhi  
tūhurātanga tauanga  
tukutuku

## U

uara  
urutau

## W

wahapū  
waihanga  
wāwāhi  
whai wāhi (ki) ...  
whakaahua  
whakaahuhanga  
whakaari raraunga  
whakaata  
whakaawhiwhi  
whakamahi  
whakamātau tika  
whakaoti rapanga  
whakatakoto  
whakataurite  
whakatinana  
whakatutuki (matea tangata)  
whakauru  
whakaute  
wheako

assertion  
significant  
tool; instrument  
complex number  
prime number  
integer  
sequential pattern  
repeating pattern  
evidence  
population  
exponent  
variable; algebra  
multiple  
equilibrium  
contested  
identify  
factor  
flexible  
plant  
perspective  
pull  
symbol  
lasting; sustainable  
explore  
description of a person or thing  
identity  
foundation; basis  
phase  
record  
statistical investigation  
grid

value  
adapt

articulate  
shape; devise; create  
partition  
participate; have opportunity  
describe  
representation  
data display  
reflect  
round (a number)  
use; apply  
fair test  
problem-solving  
outline; propose  
compare; contrast  
implement  
meet (peoples' needs)  
engage; insert; include  
respectful  
experience

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Te Tāhuhu o  
te Mātauranga  
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Wāhanga Ako

# Te Reo Rangatira

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## Tohutohu mō ngā Poari o Ngā Kura e pā ana ki ngā herenga

### Me mātua whakatinana ngā kura i te Wāhanga Ako Te Reo Rangatira Tau 0-6.

Nā te Minita o te Mātauranga, te Hōnore Erica Stanford, i tuku atu i te *Wāhanga Ako Te Reo Rangatira, Tau 0-6*, i raro i te Education and Training Act 2020, section 90(1), hei tauākī herenga marautanga taketake, hei tauākī marautanga ā motu hoki.

Ko ngā wehenga i waihangatia hei tauākī marautanga ā-motu ēnei – Whenu, Toi Mokopuna, Tohu Ako (hāunga Mā te Kaiako). Ka whakatakoto ēnei i ngā mea hei ako mā ngā ākonga i tā rātou wā ki te kura, tae rā anō ki ngā taumata e manakotia ana mō te mātauranga, te māramatanga, me ngā pūkenga ka tutuki ai.

Ko te toenga (tae atu ki Mā te Kaiako i roto i ngā Tohu Ako) i waihanga kē hei tauākī herenga marautanga taketake. Ka whakatakoto ēnei i ngā kawatau mō te whakaako, te ako, me te aromatawai hei tautoko i ngā tauākī marautanga ā-motu, ā, ka horipū hoki ēnei kia whaimana ngā hōtaka whakaako me ngā hōtaka akoako o Te Reo Rangatira (tae atu ki te reo matatini, arā, te pānui me te tuhituhi).

Ka whakamana ēnei tauākī hei te **1 Hanuere 2025**, kātahi ka whakakapī te marautanga Te Reo Māori 2010 **mō ngā ākonga tau 0-6**. Ka noho, ā, ka mana tonu ērā atu tauākī marautanga o *Te Marautanga o Aotearoa (2010)*.<sup>1</sup>

Ko ēnei ngā tauākī o ngā herenga okawa e pā ana ki ngā whakaakoranga o Te Reo Rangatira (tae hoki ki te reo matatini) hei ahunga mō ngā haepapa marautanga, aromatawai hoki kei runga i ngā kura (Education and Training Act 2020, section 127), ngā hōtaka whakaako me ngā hōtaka akoako (section 164 of the Act), me ngā aroturuki, ngā pūrongorongo hoki o ngā mahi a ngā ākonga (section 165 of the Act and associated Regulations). I raro i ēnei wāhanga o te Ture, ka noho here ngā Poari o Ngā Kura, nō reira mā rātou e here anō ki tā rātou tumuaki me ā rātou kaimahi o te kura kia whanake, kia pūaki hoki i ngā hōtaka whakaako me ngā hōtaka akoako e whakamana ai i ēnei tauākī.

### He aha ngā herenga?

Me mātua whakaatu mai ngā kura i tā rātou whakamahi i aua tauākī i ngā āhuatanga o te whakamahere i ngā aha me ngā pēhea o te whakaako i Te Reo Rangatira mō ngā ākonga tau 0-6. Me pēnei rawa ngā kaiako:

- whakamahia te raupapa whakaako o ia tau, o ia tau i ngā Tohu Ako hei whaimōhio i ngā aha hei whakaako, mō āhea hoki ki runga i ngā akoranga o mua a ngā ākonga.

- arohia ngā aratohu tikanga whakaako me ngā rautaki whakaako ki raro i Mā te Kaiako me Te Roanga o te Kōrero mō ngā kaiako i ā rātou ake mahi whakaako.
- aromatawaitia haeretia te kauneke me te tutuki o ngā ākonga mō Te Reo Rangatira e ai ki ngā hua kauneke o ngā Tohu Ako.

Me whakawā ngaio tonu ngā kaiako kia urutau ai ā rātou hōtaka whakaako, hōtaka akoako hoki ki ngā matea ako o ā rātou ākonga – tērā pea ka rerekē te ako a ētahi ākonga ki ngā raupapa whakaako o tā rātou tau kura. Mēnā ka hiahia ētahi ākonga i ngā mahi torohanga kei kō atu i ngā tau 6 o te wāhanga ako mō Te Reo Rangatira, me tahuri kē ngā kaiako ki te wāhanga ako mō Te Reo Māori, taumata 4 piki ake o te tauākī marautanga 2010.

### Ngā herenga wā<sup>2</sup> mō te whakaako pānui, tuhituhi, pāngarau hoki

Ko te whakaako me te ako i ngā mahi pānui, me te tuhituhi, me te pāngarau te whakaarotau matua mō ngā kura katoa. Kia rawaka ai ngā wā whakaako me ngā wā ako i ngā mahi pānui, me te tuhituhi, me te pāngarau. Ko ngā poari ā-kura kei a rātou ngā ākonga Tau 0 ki te 8 mā roto mai i ngā tumuaki me ngā kaiako e whakarite hōtaka me ngā wātaka whakaako me te ako i ngā Tauākī Marautanga ā-Motu, tae atu ki tēnei nā, mā te aha ki te whakarato:

- kia 10 hāora i ia wiki e aro ana ki ngā mahi whakaako me te ako ki te tautoko i te whanaketanga me tutukitanga i roto i ngā mahi pānui me te tuhituhi ka kitea i ngā rā o te kura i ia wiki, me te mōhio anō ki te mana o te kōrero, e pā ana ki ngā akoranga tau tōmua.
- kia 5 hāora i ia wiki e aro ana ki ngā mahi whakaako me te ako ki te tautoko i te whanaketanga me te tutukitanga i roto i ngā mahi pāngarau ka kitea i ngā rā o te kura i ia wiki.

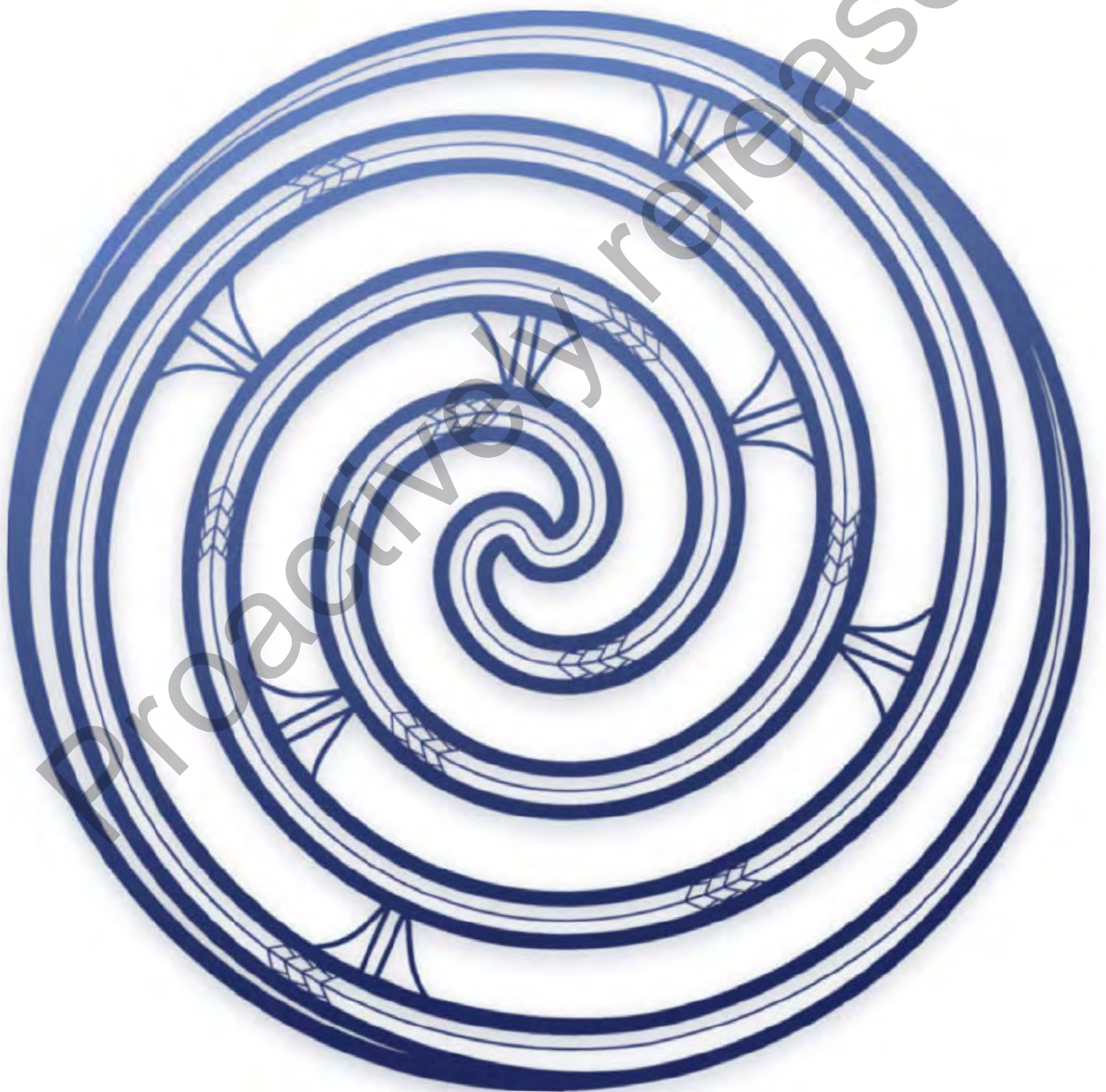
Kei ngā wā ka whakahaeretia ngā mahi whakaako me ngā mahi ako i te pānui, i te tuhituhi, me te pāngarau ki te horopaki o ngā Tauākī Marautanga ā-Motu i tua atu i te reo Māori me te pāngarau. Me āta whakaritea, āta whakatinanatia, āta tautokotia te whanaketanga a ngā ākonga i roto i ā rātou mahi pānui, mahi tuhituhi, me te pāngarau hoki/rānei, ngā aronga, ngā mōhiohio me ngā pūkenga hāngai tika.

Ahako ko ngā kupu pānui me te tuhituhi e whakamahia ana, ka taka mai anō ko ngā momo whakawhitinga kōrero, tae atu ki te Reo Rotarota, ki ngā momo whakawhiti kōrero kē rānei me te Tuhi Matapō.

<sup>1</sup> <https://gazette.govt.nz/notice/id/2009-go8814>

<sup>2</sup> <https://gazette.govt.nz/notice/id/2023-go5904>

Te Iho o  
**Te Reo Rangatira**



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E whakanohoia ai te tīrewa  
e whakairia ai ngā wheako  
o tōu ao ... Ko te tīrewa ko te reo.

[Te Wharehuia Milroy (2012). Waka Huia. [https://www.youtube.com/watch?v=5r\\_PXgM9jHY&t=457s](https://www.youtube.com/watch?v=5r_PXgM9jHY&t=457s)  
(7:35)]

**Ko te reo Māori te kākahu o te whakaaro e mārama ai te mokopuna  
ki ngā wheako o tōna ao.**

# Te whai take o te ako i Te Reo Rangatira

Kei te iho o Te Reo Rangatira ko te tūhononga o ngā tini āhuratanga reo e whai hua ai te whai wāhi atu a te mokopuna ki tōna ao, hei kanohi mō tōna whānau, mō tōna hapū, mō tōna iwi. Ka noho hoki ki te tūāpapa o Te Reo Rangatira ko te reo matatini e angitu ai te mokopuna i te kura tuatoru, i te ao hoki o te mahi.

Ko tā te reo Māori he aro ki te mana motuhake o te mokopuna me ōna takenga katoa - takenga reo, takenga tangata, takenga tikanga, takenga wairua. Mā reira e angitu ai tana tū ki tōna ao hei uri whakaheke, otirā hei tangata. Ko te reo te whakapuakitanga o te mokopuna - ōna whakaaro, tōna tuakiri, tōna wairua. Heoi, he reo ake tō tēnā mokopuna, he reo ake anō tō tōna iwi. Me whai wāhi hoki te kaiako ki te whakamana i te reo o te tamaiti, o tōna iwi, me te mita ake o te mana whenua. Nō reira, me matatau te mokopuna ki te ako i te reo Māori, me matatau hoki te kaiako ki te whakaako i te reo.

Ka tautohu Te Reo Rangatira i ngā toi mokopuna, i ngā pūkenga me ngā mātauranga e āhei ai te mokopuna ki te whakapuaki i tōna katoa, ki te whakawhiti kōrero, ki te ako, ki te torotoro i ngā huatau, i ngā whakaaro, i ngā mātauranga kia angitu, kia whai hua.

## Ngā Tirohanga

E ai ki te tirohanga a Te Reo Rangatira ki te whakaako me te ako i te reo:



### Whakapapa

He taonga tuku iho  
te reo Māori.



### Tūrangawaewae

Nō tēnei whenua  
te reo Māori.



### Mana Motuhake

Nō te iwi te mana  
o te reo.



### Kaitiakitanga

He taonga te reo Māori,  
ko tā tātou he tiaki  
i a ia kia ora ai.



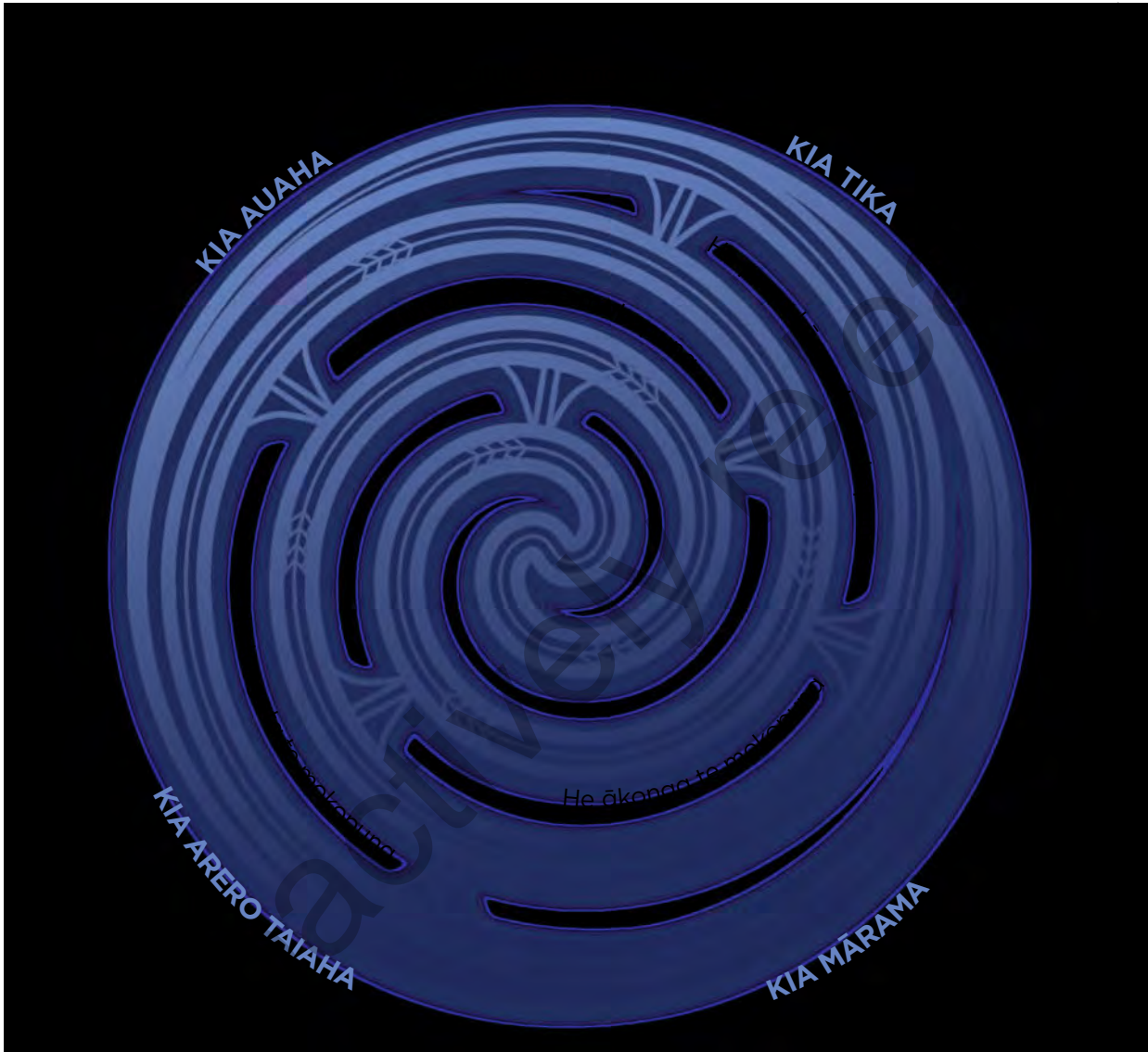
### Whanaungatanga

Ko te reo te waka kawē  
i ngā tūhononga tāngata.

# Te Hanganga o Te Reo Rangatira Ko ngā whenu

## E whā ngā whenu o Te Reo Rangatira:

- Kia Tika – te hāngai me te tika o te reo
- Kia Mārama – te arohaehae o te whakaaro
- Kia Arero Taiaha – te wairua tōkeke o te whakawhiti kōrero



## Ko ngā Toi Mokopuna

Ko tā ngā Toi Mokopuna he whakamārama i te āhua o te mokopuna ina ako ia i Te Reo Rangatira mō te 13 tau. E whakaata ana ngā Toi Mokopuna i ngā awhero o ngā whānau, o ngā hapū, o ngā iwi, i ngā tino hua o Te Reo Rangatira, me te pūtake o ia whenu. Ka noho ngā Toi Mokopuna hei aronga mō te ako, puta noa i ngā tūārere, kia mōhio pū ai te mokopuna me te kaiako ki te take o ngā mātauranga, o ngā pūkenga, o ngā māramatanga, me ngā wheako ako i roto i ia whenu.

Ngā Whenu	Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Ngā Toi Mokopuna</b>	He kaingākaunui te mokopuna ki te tika o te reo.	He whakaaro arohaehae te mokopuna.	He whai whakaaro te mokopuna ki te āhua o tana whakapuaki i ōna whakaaro.	He whai hua, he auaha, he Māori te whakamahi a te mokopuna i te reo.

## He whanaketanga ako reo

E whakaatu ana Te Reo Rangatira i te whanake haere o te ako i te reo i ngā tūārere e rima atu i te Tau 0 ki te Tau 13.

E whā ngā whāinga o ia tūārere, tētahi mō tēnā Toi Mokopuna, tētahi mō tēnā Toi Mokopuna. E tohu ana ngā whāinga i ngā akoranga tāpua i tētahi tūārere.

Putā noa i ngā tūārere, atu i te Tūārere 1 ki te Tūārere 5, ka tautohu ngā whāinga i te whanaketanga o te reo i ngā tau tekau mā toru i te kura.

Heoi, he tino rerekē te tere me te tipu o te ako a tēnā mokopuna, a tēnā mokopuna. Nō reira, me mōhio rawa te kaiako ki ngā akoranga matua o ngā tau o mua, me ngā tau e whai ake nei. Koinei tētahi o ngā painga o te nohotahi o ētahi tau ki tētahi tūārere, he māmā te kite i ngā akoranga o mua, me ngā akoranga ki mua. E whakaata ana hoki tēnei i te āhua o ngā akomanga taumata maha, arā, he rerekē ngā taumata ako o ngā mokopuna.

*Ahakoā te whanaketanga o te reo kua whakaahuatia i ngā tūārere, he rerekē te ako a tēnā mokopuna, a tēnā mokopuna. Nō reira me aro atu te āhua o te whakaako ki ngā āhuatanga ake o ia mokopuna, ki tōna tipuranga, ki tōna ake whanaketanga me te āhua o te ako (tirohia ngā kōrero mō te Science of Learning<sup>1</sup>). Mā konā e ū ai te ako, e whanake ai te mokopuna.*

## Ngā whāinga matua

E whā ngā whāinga matua i ia tūārere:

	Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Ka aro te ako a te mokopuna ki:</b>				
<b>Tūārere 1 (Tau 0–3)</b>	te tika o te mārama me te whakamahi i ngā kupu me ngā rerenga kōrero waiwai.	te whakawhanake i ngā pūkenga me ngā rautaki aroā waiwai.	te whakawhanake i ngā pūkenga pāhekoheko waiwai.	te tūhura i ngā huarahi hei whakapuaki i ōna whakaaro me tōna pohewatanga.
<b>Tūārere 2 (Tau 4–6)</b>	te tika o te mārama me te whakamahi i te huhua o ngā kupu me ngā rerenga kōrero.	te whakamāori i te huhua o ngā kōrero ā-waha, ā-tuhi, ā-ataata hoki.	te whakamahi i ngā pūkenga pāhekoheko waiwai kia whai hua.	te whakamahi i te reo whakaahua me te reo peha.
<b>Tūārere 3 (Tau 7–8)</b>	te tika o te mārama me te whakamahi i te puna kupu me ngā rerenga kōrero e whānui haere ana.	te āhua me te pūtake o ngā kōrero puta noa i te whānuitanga o ngā kōrero ā-waha, ā-tuhi, ā-ataata hoki.	te whakawhitiwhiti kōrero kia whai take.	te whakamahi i te reo whakaahua me te reo peha kia whai take.
<b>Tūārere 4 (Tau 9–10)</b>	te tika o te mārama me te whakamahi i te whānui o ngā kupu kaupapa me ngā rerenga kōrero tuatini.	te tātari i ngā kōrero ā-waha, ā-tuhi, ā-ataata hoki.	te whakawhiti kōrero kia hāngai.	te tātari me te whakamahi i te reo kia auaha.
<b>Tūārere 5 (Tau 11–13)</b>	te tika o te mārama me te whakamahi i te whānui haere o ngā kupu whāiti me ngā rerenga kōrero tuatini.	te kōtuitui me te tātari arohaehae i ngā pārongo.	te whakawhiti kōrero kia arero taiaha, kia ngākau aroha.	ngā whakamahinga auaha o te reo.

<sup>1</sup> Johnston, M., Hood, N., Aitken, G. (2024). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

## Te Wāwāhi i ngā Whāinga Matua

Ko tā Te Reo Rangatira nei, he āta whakamārama i ia whāinga matua. Kua wāhia ia whāinga kia kitea ai tōna kiko, arā, ngā mātauranga me ngā pūkenga hei ako mā te kaiako i ia tau o te tūārere.

I te Tau 1, e rua ngā aronga – ko ngā marama e ono i te tīmatanga ki te kura, ko ngā marama e ono e whai muri mai ana. E pēnei ana nā te hiahia kia tautokona te whakawhitinga mai o te mokopuna i te kura kōhungahunga me ngā kōhanga reo ki te kura tuatahi.

Ko te āhua hoki o te ako reo, he haere whakamua, he hoki whakamuri, kātahi ka haere whakamua anō. Ehara i te mea ka ākona tētahi pūkenga o te reo, ka mau i te mokopuna mō ake tonu atu. Nō reira, katoa ngā akoranga tāpua e whanake haerehia ana i ngā tūārere katoa. Engari me mātua aro atu te kaiako ki te āta whakaako i ngā pūkenga, i ngā mātauranga, i ngā māramatanga, me ngā āhuratanga reo i te tau e tohua ana.

Mehemea he tino akoranga tā te whāinga hei aronga matua mā te kaiako, kua āta tohua ki te wāhi, **Kia Mataara**. Me aro atu ngā kaiako katoa ki ēnei kōrero, kei raru te ako a te mokopuna me tōna whanaketanga i ngā tau whai muri.

Ko **Te Ngako o te Whāinga** he whakarāpopototanga o ngā akoranga tāpua o te whāinga. Koinei te wetewete tuatahi i te whāinga matua. I tēnei wāhanga, e hāngai ana ngā kōrero ki ngā akoranga o ia tau.

Ko tā te wāhanga e kīia ana ko **Te Roanga o te Kōrero**, he āta whakamārama i ngā āhuratanga whāiti me ngā akoranga whāiti o te whāinga. E hāngai ana ngā kōrero o tēnei wāhanga ki te tūārere. E pēnei ana i te mea he rerekē te āhua me te tere o te ako a tēnā mokopuna, a tēnā mokopuna. Heoi, i te roanga o te tūārere, koinei ngā āhuratanga whāiti hei whakaako.

Ka tīmata ngā kōrero ki ētahi whakamārama mō ngā āhuratanga o te mokopuna i taua tūārere me ngā āhuratanga o te whakaako hei whakaarotanga mā te kaiako.

E hono ana ēnei whakamārama ki ngā tini mata o te whakaako e kōrerohia ana i te marautanga, arā, ki: Ngā Tini Mata o te Reo, Ngā Tini Mata o te Ako, Ngā Tini Mata o te Mātauranga me Ngā Tini Mata o te Tuakiri. Mā reira e kitea ai te whānuitanga o te whāinga me ngā taha katoa o te whāinga hei whakaako mā te kaiako. E whakaata ana Ngā Tini Mata o te Ako i ngā huatau matua o Te Marautanga o Aotearoa, arā, ko tā ngā kaiako he whakaako i te reo, he whakaako i te ako, he whakaako i te mokopuna.

Kei te wāhanga o **Hei Tautoko i te Ako** ngā kōrero hei āwhina i te kaiako ki te whakamahere i tētahi hōtaka reo me te hāpai i te ako.

## Te Kanorau i te Ako Reo

Ko te mōhio ki ngā taera ako huhua o ngā mokopuna whaikaha tētahi āhuatanga hiranga e mārama ai te āhua o te whakahaere i tāna ako i te reo. Kia tīmata mā te kōrero ki te whānau ki te tautohu, ki te mārama hoki ki ngā pūkenga motuhake me ngā āhuatanga e uaua ana ki tā rātou mokopuna, tae noa atu ki ngā rautaki ka whai hua ki a ia.

Whakamahia Te Ngako o te Whāinga hei tūāpapa mō tētahi matapakinga e pā ana ki ā rātou whakaarotau mō te whanaketanga reo.

Me mōhio ki ngā rautaki ka whai hua ki ngā mokopuna whaikaha, me te āhua hoki o ēnei rautaki i tētahi horopaki ako reo.

I ngā akoranga reo, kia whai wāhi mai ngā mokopuna katoa mā te:

### Pūmau o te whakaako

- kia pūmau te anga e mōhio ai te mokopuna ki ngā whakahaerenga
- kia pūmau te koke me te rere o ngā mahi i te roanga o te akoranga
- kia whakaingoatia ngā rautaki ka whakamahia e koe e mōhio ai te mokopuna ki ngā mahi i ngā wā katoa.

### Arotahi ki te whakawhiti kōrero

- kia mārama, kia koi te kōrero – me poto ngā tohutohu
- kia waiho mā te mokopuna te nuinga o ngā kōrero.

### Poipoi i te ngākau hihiri

- kia whai wāhi te mokopuna mā ngā ngohe whakawhitiwhiti me ngā rautaki e pārekareka ana
- kia ākina te mokopuna ki te whakamahi i te katoa o te reo e mōhio ana e ia hei whakaoti i ngā ngohe ako reo
- kia ākina te mahinga tahitanga i waenganui i ngā mokopuna
- kia ākina, kia whakanuia hoki “te whakamātau” i te whakamahinga o te reo e hou ana.

### Whakatairanga i te ako

- kia whakamahia ngā rautaki whakaako reo hou hei tautohu i ērā ka whai hua ki ia mokopuna
- kia tīrewa te tuku tautoko hei arataki i te mokopuna matea ako rau
- kia tīmata ki ngā mea e mōhio kētia ana e te mokopuna hei tūāpapa mō te ako reo hou
- kia whakamahia ngā horopaki me ngā rautaki e taunga ana ka whakaakona ana he reo hou
- kia whakaakona ngā mokopuna ki ngā rautaki mō te ako i ngā kupu me te reo hou
- kia whakamahia ngā ara whakaako ā-ataata, ā-rongo, ā-ringapā hoki e whai wāhi atu ai ngā taera ako huhua
- kia rite tonu te kuhu atu i te wā huritao hei āwhina i te mokopuna ki te tautohu i ngā rautaki ka whai hua ki a ia me ngā pātai pea kei a ia
- kia whāngaihia he taiao akoranga kauawhi, e whakanui ana i ngā rerekētanga ako katoa.

## Ko te Rangaranga Reo ā-Tā

Ko te Rangaranga Reo ā-Tā te huarahi whakaako i te pānui me te tuhi. I ahu mai tēnei huarahi whakaako i te mātai pūnaha ioio (taha roro me te tukatuka reo), i te mātai wetewete reo, me te mātai hopu reo kia mārama, kia nahanaha, kia tāpiripiri te whakaakona o te pānui me te tuhituhi.

I tēnei huarahi whakaako, ka kitea, ka ākona ngā wāhanga whāiti o te reo (pēnā i ngā oromotu me ngā orotuhi), ā, ka hoki atu, ka hoki atu te mokopuna ki ēnei ākoranga. Mā konā e tipu ai te mātauranga, e pakari ai te pūmahara, e pakari ai ngā pūkenga o te mokopuna ki te pānui me te tuhi i te whānuitanga o ngā momo kōrero.

E ono ngā kaupapa o te Rangaranga Reo ā-Tā, arā, ko:

1. Te Aroā Weteoro me te Aroā Oromotu
2. Te Oro Arapū ā-Tā
3. Ngā Kūoro me te Tautohu Kupu
4. Te Mātai Wetekupu
5. Te Tātaikupu
6. Te Kawenga Tikanga Reo.

I ia kaupapa, ka tautohua:

- ngā hua whakaako – ngā mātauranga hei whakaako
- te raupapa whakaako – te raupapa o te whakaako i aua mātauranga
- te wā whakaako – te wā e tika ana kia whakaakona aua mātauranga.

E kitea ana ētahi āhuatanga o ēnei kaupapa i ngā whenu o Te Reo Rangatira.

## Te Aroturuki me te Aromatawai

Ka whakarato ngā raraunga ā-motu mō ngā mahi aromatawai me ngā tohu i tētahi tirohanga matawhānui ki te mātau reo matatini, puta noa i ngā Tau 0-13.

I ngā kura, ka whakamahia ngā mahi aromatawai<sup>2</sup> hei whai, hei aroturuki hoki i te koke kiritahi a te mokopuna, e āhei ai te kaiako ki te whakanui i ngā tutukinga a tēnā mokopuna, a tēnā mokopuna. Mā te whakarite i ngā whakaarotau e mārāma ana me ngā whāinga whāiti, ka mārāma ake, ka kaha ake hoki te tautoko a te kaiako i te tipuranga o ngā mokopuna katoa.

Ko te tikanga, ko ngā pārongo ka kohia mā roto i ngā mahi aromatawai, ka whakamōhio i ngā kura, i ngā kaiako, me ngā whānau e pā ana ki te whai hua rānei o te hōtaka reo. Ko te tikanga anō hoki, ka pūrangiaho te māramatanga o te mokopuna me te kaiako ki ngā tutukinga me ngā kokenga whakamuatanga.

### Ko te ako te tūāpapa o te aromatawai

Ko te tikanga, kāore e tino rerekē ana te āhua o te aroturuki me te aromatawai i te whanaketanga reo i te ako pū i te reo. Kei ngā mea ka kitea e te kaiako me te āhua o tana mātai i ngā mahi a te mokopuna te rerekētanga. Ko te mātai hihiri tētahi o ngā rautaki matua mō te whai i ngā kokenga:

7. Me āta aro ki ngā mahi, ki ngā whakawhitinga kōrero rānei a te mokopuna – te mātai, te whakarongo, te kite, me te huritao.
8. Me tautohu ngā mōhiotanga whāiti, ngā pūkenga, ngā waiaro, me ngā whanonga e whakaaturia ana e te mokopuna.
9. Me āta huritao, me āta whakaaro hoki ki ngā mahi e taea ana e te mokopuna me te āhua o te kōkiri atu i tērā.

### He whakapiki mana te aromatawai

Me arotahi te aromatawai me te aroturuki i te reo ki te tautohu i ngā mōhiotanga, i ngā pūkenga, me ngā aronga reo e mātau kē ana te mokopuna, e mōhio ai ki te whai hua rānei o te whakaako ā mohoa, me te huarahi me whai ā haere ake nei.

E mihia ai te whānuitanga me te kanorau o te ako, me kōhi te kaiako me te kura i ngā taunakitanga o ngā kokenga, puta noa i ngā whenu me ngā wāhanga katoa o Te Reo Rangatira, tae noa atu ki:

- ngā mōhiotanga reo (ngā tini mata o te reo, ngā tini mata o te mātauranga),
- ngā pūkenga reo (ngā tini mata o te ako)
- ngā aronga reo (ngā tini mata o te tuakiri).

### He tika, he pono te aromatawai

Kei te kaiako me te kura te haepapa mō ngā whakataunga ka puta i a rātou e pā ana ki te mokopuna me tōna whanaketanga reo. Nā konā tonu e whai take ana tō te kaiako, tō te kura, tō te whānau, me tō te mokopuna whakapono ki ngā taunaki i whakamahia rā hei tautoko i ēnei whiriwhiringa. Hei whakapūmau i te tika me te pono o ngā whakataunga e pā ana ki te ako reo, ka whakamahia ngā tukanga tūturu me ērā kāore e tūturu ana.

Ka whai wāhi atu ki ngā tukanga tūturu ko ngā pāhekoheko ako, ngā aromatawai ōkawa, me ngā aromatawai ōpaki. Ka whai wāhi atu ki ngā tukanga kāore e tūturu ana ko ngā ara e hōhonu ake ana, pēnei i te whakamahi tairongo me te mārama pū ki te mokopuna hei tangata - ōna hiahia, ōna pūkenga, ōna uauatanga, me ōna aronga.

Proactively released

Tūāreere 1  
Tau 0-3

Tūāreere 2  
Tau 4-6

Tūāreere 3  
Tau 7-8

Tūāreere 4  
Tau 9-10

Tūāreere 5  
Tau 11-13



# Tūāreere 1 Tau 0-3



Whenu			
Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Toi Mokopuna			
He kaingākaunui te mokopuna ki te tika o te reo.	He whakaaro arohaehae te mokopuna.	He whai whakaaro te mokopuna ki te āhua o tana whakapuaki i ōna whakaaro.	He whai hua, he auaha, he Māori te whakamahi a te mokopuna i te reo.
Tohu Ako: Tūāreere 1: Tau 0–3			
Whāinga			
<b>Ka aro atu te ako a te mokopuna</b> ki te tika o te mārama me te whakamahi i ngā kupu me ngā rerenga kōrero waiwai.	<b>Ka aro atu te ako a te mokopuna</b> ki te whakawhanake i ngā pūkenga me ngā rautaki aroā waiwai.	<b>Ka aro atu te ako a te mokopuna</b> ki te whakawhanake i ngā pūkenga pāhekoheko waiwai.	<b>Ka aro atu te ako a te mokopuna</b> ki te tūhura i ngā huarahi hei whakapuaki i ōna whakaaro me tōna pohewatanga.
Kia Mataara			
<p><b>Hei te mutunga o ngā marama e 6 i te kura,</b> me āhei te mokopuna ki te wehewehe i tētahi oro o te reo Māori i tētahi atu.</p> <p><b>Hei te mutunga o te tau 1 i te kura,</b> me mōhio ngā mokopuna ki te tūhono i te oromotu ki te orotuhi i te wā o te pānui, me te tūhono i te orotuhi ki te oromotu i te wā o te tuhi.</p> <p><b>Hei te mutunga o ngā tau e 2 i te kura,</b> me mārama kehoheko te mokopuna ki te pānga o ngā oro me ngā pū. Ka taea e ia te:</p> <ul style="list-style-type: none"> <li>weteoro kia tika i ōna wā, te mōhio ki ngā pū, ki ngā tohu māmā, me te waihanga i tana puna kupu auau</li> <li>tūhono te nuinga o ngā kupu kua tuhia ki ngā kupu e kōrerohia ana i a ia e pānui ana.</li> </ul> <p><b>Hei te mutunga o ngā tau e 3 i te kura,</b> ko te tikanga, kei te:</p> <ul style="list-style-type: none"> <li>kōrero te mokopuna i te roanga o te rerenga</li> <li>mārama te tuhi ā-ringa a te mokopuna</li> <li>aronui te mokopuna ki ngā wāhanga o te kupu me te raupapa o ngā kupu i te rerenga.</li> </ul>	<p><b>Hei te mutunga o ngā tau e 2 i te kura,</b> me āhei te mokopuna ki te tuku, ki te whakautu hoki i ngā pātai māmā.</p> <p><b>Hei te mutunga o ngā tau e 3 i te kura,</b> me āhei te mokopuna ki te:</p> <ul style="list-style-type: none"> <li>tautohu i ngā wāhanga o ngā kupu (tumu, kuhi) e pānui ana ia</li> <li>tautohu me te whakaingoa i ngā momo kupu māmā arā, te tūmahī, te tūingoa, te tūāhua.</li> </ul>	<p><b>Hei te mutunga o te tau 3 i te kura,</b> me āhei te mokopuna ki te kōrero i te paki māmā, ki te taki i ngā wheako, me te takirua i tētahi pūrākau o te rohe.</p>	

Kia Tika

Kia Mārama

Kia Arero Taiaha

Kia Auaha

Tohu Ako: Tūārere 1: Tau 0-3

Te Ngako o te Whāinga

Mā Te Kaiako

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<p><b>Tau 1</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• wehewehe i ngā oro o te reo Māori, ā, kia pēnei te raupapa o te whakaako: <ul style="list-style-type: none"> <li>- ngā oropuare poto me ngā oropuare roa</li> <li>- ngā orokati me ngā orokati pūrua</li> <li>- ngā oropuare pūrua</li> </ul> </li> <li>• tūhono i te oromotu ki te orotuhi, me te orotuhi ki te oromotu</li> <li>• mārama mā ngā pū ko ngā kupu, mā ngā kupu ko ngā rerenga</li> <li>• tipu tōna puna kupu waiwai</li> <li>• tātaki i ngā kupu māmā</li> <li>• whakamahi i ngā rerenga māmā</li> <li>• whakamahi i te tohu māmā hei kawē i te whakaaro</li> <li>• whakamahi i ngā kārawarawa māmā</li> <li>• aro atu, kia mārama ki ngā ariā waiwai o te reo ā-tā.</li> </ul> <p><b>Tau 2</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• pānui, kia tuhi i te kūoro</li> <li>• tautohu me te tuhi i ngā kupu e āhua rite ana te tātaki</li> <li>• mōhio wawe ki ngā kupu auau (āhukahuka) i ngā pānui</li> <li>• tautohu i ngā momo tumu</li> <li>• whakamahi i ngā kārawarawa māmā</li> <li>• whakamahi i ngā wāmahi.</li> </ul> <p><b>Tau 3</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tautohu me te whakamahi i ētahi kūmua</li> <li>• tautohu me te whakamahi i ngā kūmua e auau ana te whakamahia</li> <li>• mārama ki te raupapa o ngā kupu i te rerenga</li> <li>• piki haere te nui o ngā kupu auau ka pānui aunoatia</li> <li>• whakamahi i ngā tauira tātaki me te raupapa kūoro e mōhiohia ana ki te tuhi i ngā kupu hou</li> <li>• whai i ngā ture māmā o te reo tae atu ki ngā rerepānga</li> <li>• tuku i ngā tohutohu me ngā tono</li> <li>• whakamārama i ngā mahi a ngā kārawarawa māmā.</li> </ul>	<p><b>Tau 1</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• urupare ki tāna e pānui ai, e kite ai, e rongō ai hoki</li> <li>• whakamahi i ngā rautaki waiwai kia mārama ai ngā kōrero</li> <li>• tuku ā-waha, ā-tuhi rānei i te whakaaro māmā.</li> </ul> <p><b>Tau 2</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakamahi i ngā rautaki aroā me ngā rautaki ako e mārama ai tāna e kite ai, e rongō ai, e pānui ai</li> <li>• kōrero i ngā kaupapa matua hei timatanga o te tuhi.</li> </ul> <p><b>Tau 3</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tautohu i ngā wāhanga o te kupu</li> <li>• mōhio ki ngā momo kupu</li> <li>• whakamahi me te matapakī i ngā tiwhiri me ngā rautaki ka whakamahia e āta mōhiohia ai, e mārama ake ai te tikanga o te kōrero</li> <li>• mārama ki ngā pūtake o te whakawhitihiti kōrero.</li> </ul>	<p><b>Tau 1</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whai i ngā ritenga waiwai me te tuku mihi</li> <li>• whakapuaki i ōna kare ā-roto, i ōna hiahia, me ōna wheako</li> <li>• whakarerekē i te hā o tōna reo.</li> </ul> <p><b>Tau 2</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tuku i tōna reo me te tika o te hā, o te kahaoro, me te tere</li> <li>• aro atu ki ngā tiwhiri ataata.</li> </ul> <p><b>Tau 3</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• mihi i ngā whakaaro o ētahi atu</li> <li>• tuku i ōna whakaaro mō ngā kōrero kua rangona, kua pānuitia rānei</li> <li>• wehewehe i te reo ōkawa i te reo ōpaki</li> <li>• aro atu ki ētahi rerekētanga o ngā reo ā-iwi.</li> </ul>	<p><b>Tau 1</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• rāwekeweke i ngā oro me ngā kupu</li> <li>• whakapuaki i a ia anō i te wā o te ako tūhura</li> <li>• waiata, kia haka, kia taki i te karakia</li> <li>• whai i ētahi tauira o te tuhi.</li> </ul> <p><b>Tau 2</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• rāwekeweke i te reo</li> <li>• whakaahua ā-kupu i ngā mea e kite ana ia, e whakaaro ana ia</li> <li>• taki me te whakamāori i ngā kōrero paki.</li> </ul> <p><b>Tau 3</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakaahua i te āhua, i te rongō rānei o ētahi mea</li> <li>• taki i ngā kaupapa, me te raupapa o ngā kaupapa, kia whakaahua hoki i ngā kiripuaki (i ngā kōrero paki).</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 1: Tau 0–3</b>			

### Te Ngako o te Whāinga

#### Mā Te Mokopuna

<p><b>Kei te ako au i:</b></p> <ul style="list-style-type: none"> <li>• ngā oro o te reo Māori</li> <li>• te arapū Māori</li> <li>• ngā kupu hou maha</li> <li>• ngā tikanga o ētahi tohu.</li> </ul> <p><b>Kei te ako hoki au ki:</b></p> <ul style="list-style-type: none"> <li>• te whakapuaki i ngā rerenga kōrero kia tika</li> <li>• te pānui tika i ngā kupu</li> <li>• te tuhi rerenga me te tātaki tika i te kupu</li> <li>• te kōrero kia mārama mai ētahi atu ki a au.</li> </ul>	<p><b>Kei te ako au ki:</b></p> <ul style="list-style-type: none"> <li>• te tuku pātai</li> <li>• te tuku tohutohu</li> <li>• te matapae he aha ka whai mai i tētahi kōrero paki</li> <li>• te whakaahua ā-kupu i ngā mea kei tētahi pakiwaitara, pēnei i ngā tāngata, i te wāhi me ngā nekehanga</li> <li>• te whakamārama i tāku e mahi nei me te take e pēnei ana au.</li> </ul>	<p><b>Kei te ako au ki:</b></p> <ul style="list-style-type: none"> <li>• te mihi ki ētahi atu</li> <li>• te whai i aku ritenga</li> <li>• te whakapuaki i aku piropiro</li> <li>• te āta whakarongo ki ētahi atu</li> <li>• te tauutuutu i te wā o te kōrero</li> <li>• te mārama ki te reo ā-tinana</li> <li>• te whakaaro ki te tangata e kōrero atu nei au</li> <li>• te rerekē o te āhua o te kōrero a ētahi atu.</li> </ul>	<p><b>Kei te ako au ki:</b></p> <ul style="list-style-type: none"> <li>• te tā, ki te whakaatu, ki te kōrero rānei e pā ana ki aku kare ā-roto, me tāku e kite nei, e rongō nei, e pānui nei hoki</li> <li>• te kōrero mō tāku e mahi nei i te wā o te tākaro</li> <li>• te whakaahua i te āhua, i te rongō rānei o ngā mea</li> <li>• te waihanga i ngā kupu me ngā oro</li> <li>• te waihanga me te tuhi i ngā pakiwaitara</li> <li>• te kōrero me te whakaari i ngā kōrero paki kua rangona e au.</li> </ul>
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### Te Roanga o te Kōrero

<p><b>Te āhua o te mokopuna</b></p> <p>Kei te ngākaunui te mokopuna ki te tūāpapa o te reo – ngā oro, ngā kupu me te wetereo. Ka kōrero pea ia i ngā kiānganga poto, i ngā kupu kotahi i ōna wā, hei whakawhiti kōrero i te tau tuatahi me te tau tuarua i te kura.</p> <p>Kei te ako ia ki te pānui me te tuhi. He wāhi nui tō te mārama ki te pānga o ngā pū me ngā oro hei tūāpapa mō te whakaputa me te mārama tika ki te reo.</p> <p>Kei te whakawhanake tonu ia i ngā pūkenga nukuiti e hiahia ana mō te tuhituhi, e tuhia ai ngā pūmatua me ngā pūriki, e pūmau ai hoki te rahi me ngā āputa o ngā pū. Kei te whai ia kia whakatikaina ngā kupu auau ka tohua ana ki a ia te hapa.</p> <p>Tautokona te mokopuna kia whakakaha haere i te whakamahia o te reo e hāngai ana ki te ako i te horopaki o te kura.</p>	<p><b>Te āhua o te mokopuna</b></p> <p>Kei te ako te mokopuna ki te whai māramatanga, ki te whakawhiti hoki i ōna kare ā-roto mō tāna e rongō nei, e pānui nei, e mātakitaki nei, e mārama nei hoki. Koinei te tūāpapa o te tātari me te arohaehae pārongo.</p>	<p><b>Te āhua o te mokopuna</b></p> <p>Kei te tipu haere te māia o te mokopuna ki te whakawhiti me ētahi atu. Kei te whakawhanake ia i ngā pūkenga pāpori me ngā pūkenga whakawhiti kōrero (tae noa atu ki te whakaute me te ngākau aroha) hei tautoko i te whakawhanaunga ki ētahi atu. Koinei te tūāpapa o te whakawhiti kōrero kia hāngai, kia whai hua i ngā tau o muri mai.</p>	<p><b>Te āhua o te mokopuna</b></p> <p>Ka whakatipu te mokopuna i te matatau o tōna reo me tōna māia mā te ako tūhura me te pohewa. Ākina ia kia whakamahia auahatia tōna reo hei whakapuaki i tāna e kite nei, e pohewa nei, e wheako nei hoki. Koinei te tūāpapa o te whakamahi i te reo kia auaha, kia whai hua i ngā tau o muri mai.</p>
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Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 1: Tau 0-3</b>			
<b>Te Roanga o te Kōrero</b>			
<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 1</b> <b>I ngā marama 0-6, i te reo ā-waha, ā-tuhi, ā-ataata hoki, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>wehewehe i ngā oro o te reo, arā, <ul style="list-style-type: none"> <li>ko ngā oropuare poto me ngā oropuare roa (a, ā, e, ē, i, ī, o, ō, u, ū),</li> <li>ngā orokati (h, k, m, n, p, r, t, w),</li> <li>ngā orokati pūrua me ngā oropuare pūrua (h.t., ng, wh, au, ae)</li> </ul> </li> <li>whakahua tika i te kupu</li> <li>whakamahi i ngā rerenga māmā, arā, te rereingoa, te reremahi, te rereāhua (h.t., Ko Mea tōku ingoa. E rima ōku tau. Kei te ngenge ahau.)</li> <li>whakamahi i ngā tohu māmā ki te tuku i te whakaaro (h.t., ko te koru hei tohu o te whānau, te ngana ki te tuhi pū hei kupu)</li> <li>tautohu i ngā kupu āhukahuka (h.t., tōna ingoa, ngā rā o te wiki)</li> <li>aro atu, ki te whakamahi i ngā ariā waiwai o te reo ā-tā (h.t., te tuhi me te pānui atu i te taha mauī ki te taha matau).</li> </ul>	<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 1</b> <b>I ngā marama 0-6, i te reo ā-waha, ā-tuhi, ā-ataata hoki, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>tuku i ngā pātai māmā</li> <li>whakaputa i ngā rerenga māmā</li> <li>urupare ki tāna e pānui ai, e kite ai, e rongō ai hoki</li> <li>whakamahi i ngā rautaki aroā waiwai kia mārama ai ngā kōrero (tirohia te wāhanga <i>Ngā tini mata o te ako</i>)</li> <li>tuku i te whakaaro māmā</li> <li>whai i ngā tohutohu.</li> </ul>	<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 1</b> <b>I ngā marama 0-6, i te reo ā-waha, ā-tuhi, ā-ataata hoki, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>mihī ki ētahi atu</li> <li>whakamahi ngā ritenga waiwai</li> <li>whakamahi me te whai mārama i te reo ā-tinana.</li> </ul>	<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 1</b> <b>I ngā marama 0-6, i te reo ā-waha, ā-tuhi, ā-ataata hoki, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>rāwekeweke i te reo ki te waihanga i āna ake oro, i āna ake kupu</li> <li>whakamahi i te reo ihiihi me te reo whakaahua</li> <li>whakapuaki i tōna katoa i te wā o te ako tūhura</li> <li>tāwhai i te taurira hā a te kaiako</li> <li>taki i ngā rotarota me ngā karakia</li> <li>waihanga i tāna ake uhangaro ki te whakapuaki i āna whakaaro.</li> </ul>
<p><b>I ngā marama 6 ki te 12, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakaputa i te reo whakaahua me te reo kakare (h.t., Kei te pōuri a Pepe.)</li> <li>whakamahi i ngā rerenga waiwai (h.t., I mātakitaki au i te kēmu.)</li> <li>whakamahi i ngā pikitia, i ngā arapāho matihiko me ētahi atu rauemi ātaata ki te whakahihiko i ngā whakaaro hei kaupapa kōrero, hei kaupapa tuhi</li> <li>waihangatia o te kupu ki te pū, ki te waihangatia o te rerenga ki te kupu</li> <li>tātaki i ngā kupu māmā (h.t., au, te, ngā) me te whakamahi i tana mōhio ki ngā pū me ngā oro ki te tātaki i ētahi atu kupu</li> <li>whakamahi i te reo e pā ana ki ngā pukapuka (h.t., taitara, kaituhi, whārangī)</li> <li>tautohu i ngā kārawarawa māmā (h.t., te irakati, te piko) me te whakamahi i ngā tikanga tuhi pēnā i te āputa i waenga i ngā kupu.</li> </ul>	<p><b>I ngā marama 6 ki te 12, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>kōrero e pā ana ki tāna e pānui ai, e waihanga ai, e kite ai, e rongō ai hoki</li> <li>whakamahi i ngā rautaki aroā ki te whai māramatanga i ngā kōrero</li> <li>whai whakaaro ki tana tuhinga i mua i te tīmatanga ki te tuhi.</li> </ul>	<p><b>I ngā marama 6 ki te 12, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>whakahāngai me te whakarerekē i tōna reo (te hā, te kahaoro, te tere)</li> <li>whakaputa i ngā whakaaro māmā, i ngā kare ā-roto, i ngā hiahia kia mārama.</li> </ul>	<p><b>I ngā marama 6 ki te 12, kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>tuku i te reo ā-waha me te reo ā-tinana hei whakaatu i āna whakaaro, i āna kare ā-roto, me āna hiahia</li> <li>waiata, ki te haka hei whakapuaki i a ia anō</li> <li>tūhura, ki te tuhi, ki te waihanga hoki i ngā pakiwaitara mā tōna ake pohewa</li> <li>whai i te taurira a te kaiako ki te tuhi i āna ake tuhinga.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 1: Tau 0–3</b>			
<b>Te Roanga o te Kōrero</b>			
<p><b>Tau 2</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tautohu me te tuhi i te kūoro pūrua (h.t., ha, he, hi)</li> <li>• wāwāhi i te kupu ki ōna kūoro kia taea ai te pānui me te tuhi taua kupu (h.t., hae-re)</li> <li>• tautohu me te tuhi i ngā kupu e āhua rite ana te tātaki (h.t., te/me/he, hau/mau/tau/pau/rau/kau)</li> <li>• mōhio wawe ki ngā kupu auau (āhukahuka) i ngā pānui (h.t., ahau, Māmā)</li> <li>• tautohu i ngā momo tumu, arā, te tūingoa me te tūmahi</li> <li>• whakamahi i ngā kārawarawa māmā (h.t., te irakati, te piko, te tohu pātai)</li> <li>• whakamahi i ngā wāmahi (h.t., I, Ka, Kei te, Kua, E...ana).</li> </ul>	<p><b>Tau 2</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tuku pātai e pā ana ki tāna e kite ai, e rongu ai, e pānui ai hoki</li> <li>• whakamahi i ngā rautaki aroā me ngā rautaki ako e mārama ai tāna e kite ana, e rongu ana, e pānui ana</li> <li>• kōrero i ngā kaupapa matua hei tīmatanga o te tuhi.</li> </ul>	<p><b>Tau 2</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakaatu i te ngākau aroha me te whakaute</li> <li>• whakarongo, ki te titiro ki ngā tohu me ngā tīwhiri i ngā wā e kōrero ana ngā tāngata.</li> </ul>	<p><b>Tau 2</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakaahua ā-kupu i ngā mea e kitea ana, e whakaarohia ana</li> <li>• whakarongo pīkari e taea ai te takirua, te whakamāori hoki ngā kōrero paki</li> <li>• waihanga i āna ake uhihanga me āna ake whakaahuahanga</li> <li>• tito i āna ake huarite me āna ake rotarota.</li> </ul>
<p><b>Tau 3</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tautohu me te whakamahi i ngā kūmua e auau ana te whakamahia (h.t., tua+rua)</li> <li>• aro ki te āhua o te nohotahi me te raupapa o ngā kupu</li> <li>• tāpiri i te kūmuri whakahāngū ki te kupu hei tohutohu, hei tono rānei (h.t., Mahi + a = Mahia!)</li> <li>• whakamahi i te rerepānga (h.t., Nōku ēnei kākāhu)</li> <li>• pānui aunoa i ngā kupu auau (e piki haere ana te nui), me te weteoro i ngā kupu kāore e tino taunga ana</li> <li>• whai i ngā tauira tātaki e mōhiotia ana me te whakaraupapa i ngā kūoro ki te tuhi i ngā kupu hou</li> <li>• whai i ngā ture māmā o te reo (h.t., tūmahi(M)-kaimahi(K)-taunga(T), arā, I patu (M) au (K) i te pōro(T))</li> <li>• whakamārama i ngā mahi a ngā kārawarawa māmā (h.t., te tohu kī, te tohuoho)</li> <li>• tautohu me te whakamahi i ngā kīhono māmā (h.t., engari, ā).</li> </ul>	<p><b>Tau 3</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tautohu i ngā wāhanga o te kupu (te tumu, te kuhi)</li> <li>• tautohu i ngā tapa me ngā mahi a ngā momo kupu māmā (arā, te tūingoa, te tūmahi, te tūāhua)</li> <li>• whakamahi me te matapaki i ngā tīwhiri me ngā rautaki ka whakamahia e āta mōhiotia ai, e mārama ake ai te tikanga o te kōrero</li> <li>• whakamahi i te reo whakaahua hei whakaputa taipitopito</li> <li>• tuku tohutohu</li> <li>• tautohu i te pūtaka o te whakawhitihiti kōrero.</li> </ul>	<p><b>Tau 3</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakaatu i te ngākau aroha me te whakaute i te āhua o te whakawhiti kōrero a ētahi atu (tae atu ki ngā mita me ngā reo ā-iwi kē atu)</li> <li>• whakamahuki i ōna whakaaro</li> <li>• tuku i ōna urupare whaiaro ki tētahi tuhinga, me te mihi i ngā whakaaro o ētahi atu</li> <li>• wehewehe i ngā momo reo ōpaki i ngā momo reo ōkawa ka whai wāhi atu ia.</li> </ul>	<p><b>Tau 3</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakaahua i te āhua, i te rongu rānei o ētahi mea</li> <li>• tuhi, ki te waihanga, ki te kōrero, ki te whakaari i ngā pakīwaitara</li> <li>• whakamahi i ngā tae, i ngā hanga me ngā āhua hei kawē i tētahi karere.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 1: Tau 0-3</b>			
<b>Te Roanga o te Kōrero</b>			
<p><b>Ngā tini mata o te mātauranga</b></p> <p>Kei te ako te mokopuna ko te tohu o te oro ko te pū. Kei te ako hoki ia i te āhua o te noho wehe me te noho tahi o ngā pū, o ngā kupu me ngā tohu, ā, he tikanga tō te tohu.</p> <p>Ka mārama te mokopuna ki te takotoranga rite o tētahi momo kupu i te rerenga (h.t., te tūingoa, te tūmahī, te tūāhua rānei).</p>	<p><b>Ngā tini mata o te mātauranga</b></p> <p>Kei te ako te mokopuna he rerekē te hanga (te reo me te whakatakoto) me te pūtake o ngā tohutohu, o ngā pātai, o ngā whakaahua, o ngā taki.</p> <p>Ka aro, ka mārama te mokopuna ki te noho tahitanga o ngā wāhanga o te kupu e hangā ai te kupu whai take.</p> <p>Kei te mārama hoki te mokopuna ki te whakarekē i te āhua o tōna reo ka whakawhiti kōrero ana ia me ētahi atu tāngata, mō ētahi atu pūtake rānei.</p>	<p><b>Ngā tini mata o te mātauranga</b></p> <p>Me tautoko rawa te mokopuna ki te ako i te reo e tika ana e ai ki te wā, e ai hoki ki ngā tāngata e whai wāhi mai ana.</p> <p>Me whakaharatau, me whai tautoko hoki ia kia mārama ki ngā ariā o te tauutuutu, o te aruaru, me te tatari.</p>	<p><b>Ngā tini mata o te mātauranga</b></p> <p>Kei te ako te mokopuna he maha ngā huarahi hei whakaputa huatau me ngā kare ā-roto.</p> <p>Kei te ako ia he puna te kōrero ā-waha, ā-tuhi, ā-ataata hoki mō ngā whakaaro hou, mō ngā wheako me te reo.</p>
<p><b>Ngā tini mata o te ako</b></p> <p>Kei te ako te mokopuna ki te wehewehe i ngā oro, i ngā kupu me ngā tohu.</p> <p>Ko tā te tautohu i ngā taura o te reo, he tautoko i te mokopuna ki te whakaputa anō i ērā taura me ngā takotoranga wetereo kia tika.</p> <p>Ko ngā rautaki matua hei whakamahi mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>tāruarua</li> <li>whakamaumahara</li> <li>aroturuki whaiaro</li> <li>whakarongo kia paparua, kia mau ki te reo</li> <li>wehewehe i ngā oropuare poto i ngā oropuare roa</li> <li>rongo me te tautohu i ngā kupu o te rerenga</li> <li>rongo me te wehewehe i te oro tuatahi o te kupu</li> <li>wehewehe i ngā oropuare i ngā orokati</li> <li>tautohu me te tuhi i ngā orotuhi</li> <li>whakahua i ngā oro o te kupu</li> <li>whakaatu i te ahunga o te kupu, o te rerenga, o te tuhinga (h.t., tohu ā-matimati i te timatanga ki te mutunga, mai i te mauī ki te matau)</li> <li>whakahua i ngā oro ki te pānui, ki te tuhi (tātaki) i ngā kupu waiwai</li> <li>rongo me te tautohu i ngā kūoro o te kupu</li> <li>tautohu i te kūoro whakamutunga o te kupu</li> <li>rongo i ngā kupu huarite</li> <li>whakamahi i ngā pikitia, i ngā pāho matihiko, i ngā rauemi ataata hei whakahihiko i ngā whakaaro.</li> </ul>	<p><b>Ngā tini mata o te ako</b></p> <p>Kei te ako te mokopuna ki te tautohu i ngā huatau matua i ngā kōrero waiwai (ā-waha, ā-ataata, ā-matihiko, ā-tuhi).</p> <p>Ākina te mokopuna kia pākiki, kia whakaaro arohaehae hoki ki tāna e kite nei, e rongu nei, e pānui nei, e tuhi nei hoki.</p> <p>Tukuna he pātai mō ngā tuhinga hei whakautu mā te mokopuna.</p> <p>Ko ngā rautaki aroā matua hei whakamahi mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>matapae</li> <li>whakaahua ā-hinengaro</li> <li>hikaro waiwai</li> <li>weteoro</li> <li>tautohu i ngā kupu matua me ngā tuone</li> <li>aro atu ki ngā pikitia i roto i ngā pukapuka me ngā tuhinga ataata</li> <li>tuku i ngā pātai hei whakawhānui i ngā whakaaro, hei whakaū rānei i tāna i mārama ai</li> <li>aro atu ki ngā tiwhiri horopaki e mārama ai ngā kupu hou</li> <li>urupare i a ia e pānui ana i tētahi tuhinga kāore e mārama ana</li> <li>waihanga i ngā pikitia ā-hinengaro (mā te kōrero i ngā tae, i te āhua me te hanga)</li> <li>tūhono ki ngā mōhiotanga o mua</li> <li>tuku māramatanga ki ngā kupu kua tuhia me ngā tohu kua weteorotia e ia</li> <li>tautohu i ngā taipitopito matua.</li> </ul> <p>Whakaakona te mokopuna kia whakawhiti i ngā kupu, i ngā rerenga e mōhiotia ana i tētahi atu reo ki te reo Māori.</p>	<p><b>Ngā tini mata o te ako</b></p> <p>Kei te ako te mokopuna ki te whakarongo pīkari atu, ki te aro atu i te wā e kōrero ana tētahi atu, me te tuku urupare e hāngai ana.</p> <p>Ko ngā rautaki matua hei whakamahi mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>tauutuutu i te wā o te kōrerorero, o te matapaki ā-rōpū</li> <li>whakahāngai i te hā me te tangi o tōna reo ki te hāpai i te wairua o tana kōrero</li> <li>matapae he aha ka whai mai</li> <li>aro ki te wairua me te hā</li> <li>aro ki ngā tiwhiri ataata hei tautohu i ngā kare ā-roto pea o tētahi atu</li> <li>whakamahuki i ōna whakaaro mā te kōrero, mā te tuhi rānei.</li> </ul>	<p><b>Ngā tini mata o te ako</b></p> <p>Kei te whakawhanake te mokopuna i ōna pūkenga whakarongo me ōna pūkenga whakaahua kia mārama, kia whakamāori, kia takirua, kia waihanga hoki i ngā paki.</p> <p>Mā te pānui, mā te mātakitaki, mā te kōrero, mā te whakarongo hoki ki ngā ruri me ngā huarite, ka ako te mokopuna i te āhua o te manawataki o te kōrero, o te hanga hoki.</p> <p>Ko ngā rautaki matua hei whakamahi mā te mokopuna kia tipu ai te wairua auaha, ko te:</p> <ul style="list-style-type: none"> <li>whakaaro pākiki</li> <li>kai tūraru</li> <li>whakaari</li> <li>mahi ngātahi</li> <li>toi ihiihi (h.t., te waihanga, te tā, te rotarota, te waiata)</li> <li>tā i ngā pikitia e puta mai ai ngā huatau me te reo.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūāreere 1: Tau 0–3</b>			
<b>Te Roanga o te Kōrero</b>			
<p><b>Ngā tini mata o te tuakiri</b> Tautokona ngā mokopuna kia kite ai ia i te reo Māori hei wāhanga mō tōna tuakiri.</p>	<p><b>Ngā tini mata o te tuakiri</b> Ākina ngā mokopuna kia wairua pākiki ki tāna e kite ai, e rongō ai hoki.</p>	<p><b>Ngā tini mata o te tuakiri</b> Whakatipuria te tūoho o te mokopuna ki ētahi atu i a ia e whakawhiti kōrero ana.</p>	<p><b>Ngā tini mata o te tuakiri</b> Whakatipuria te tūoho whaiaro o te mokopuna me tana mōhio ki ētahi atu mā te whakahoa atu ki ngā kiripuaki me ngā tūāhuatanga.</p> <p>Whakakahangia te mokopuna kia rere ai tōna reo whakaputa.</p>

Proactively released

# Hei Tautoko i Te Ako

## Tikanga Whakaako

Ka whakaatu tēnei wāhanga ako, Te Reo Rangatira, i te pūmau o te hononga i waenga i te tuakiri, te reo, me te whakaaro<sup>2</sup>. E whai hua ai te whakaako reo, me whai whakaaro te kaiako ki te Whare Tapa Whā<sup>3</sup> o te mokopuna - ki tōna taha hinengaro, taha wairua, taha tinana, taha whānau hoki. He pānga ō ēnei taha ki te ako, ki tōna hauora anō hoki. Ko te tūāpapa ia ko te whakapono o te mokopuna ki a ia anō hei ākongā, inarā, hei ākongā reo.<sup>4</sup>

### Kia puta te ihu o ia mokopuna

He rerekē te tere o te ako a tēnā mokopuna, a tēnā mokopuna. Ko te tikanga o te ako kauawhi i te horopaki o te ako i te reo, ko te waiho mā ngā hiahia o ia mokopuna te hōtaka ako e ārahi. Ka taea te whakamahi ngā paearu whāiti e kitea ana i *Te Ngako o te Whāinga* hei ārahi i ngā kōrero ki te whānau me te ākongā e pā ana ki ō rātou whakaarotau ako. Mā te pēnā e whanake tonu ai, e angitu tonu ai ia mokopuna.

E puta ai te ihu i ngā akoranga reo me manawa kai tūraru te mokopuna<sup>5,6</sup>. Me whakatītina ngā āhuatanga o te akomanga me te ako i te pono, i te whakaaro nui, me te mahitahi kia rongō ai ngā mokopuna katoa i te taiao haumarua e pai ai te whai tūraru i a rātou e ako reo ana. Whakatipuria te māia o te mokopuna ki te whakawhiti kōrero mā te waihanga i tētahi taiao ako reo i roto i te akomanga:

- rumakina ngā mokopuna ki te reo Māori mā ngā rauemi ataata, ngā pānui whakaahua, ngā pukapuka, rauemi oro, me ngā rauemi rongorau
- tukuna ngā āheinga me ngā wāhi e māmā ai te mahi takirua, te mahi ā-rōpū, me te whakaari
- whakaritea he wāhi e puta ohorere ai ētahi kaupapa, ētahi rauemi rānei hei whakahihiko i te kōrerorero me te manawa reka
- poipoia he taiao kauawhi e tau ai te wairua o te mokopuna ki te hapa.

Ko ngā hangarau tauawhi ka whakaiti i ngā tauārai ki te ako i te reo tētahi anō huarahi hei āwhina i te mokopuna mokopuna whaikaha, mokopuna kanorau. Mā te whakamahi i ēnei momo pūmārō, pūmanawa, taputapu rānei e whakamanahia ai te mokopuna kia ako tūhake, e āta hāpaitia ai tana whai wāhi atu ki te ako. Mō te roanga o ngā kōrero mō ngā hangarau tauawhi me ētahi taurua, toroa te paetukutuku a Te Tāhuhu o te Mātauranga [www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/](http://www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/)

### Te hanganga o te hōtaka ako i te reo

E āhuareka ai tētahi hōtaka ako reo me tuku ngā mokopuna kia whai wāhi atu ki ō rātou ake huarahi ako. Me kuhu atu ngā waehanga e whai ake nei ki tētahi hōtaka ako reo:

*Te ako tūhura* – ko tā te kaiako he tuku atu i ētahi ngohe whānui ki te mokopuna hei whakapuaki i a ia anō, hei whakaharatau hoki i te reo. He mea nui te whakaharatau e pai ai te ako. I te tau tuatahi me te tau tuarua, kāore pea i te hāngai pū ki te marau ako ngā ngohe katoa ka kōwhiria e te mokopuna. Kei te mokopuna te tikanga.

*Te ako arahanga* – ko tā te kaiako he whakarite ngohe mā te mokopuna, engari kāore e herea te reo me ngā tikanga hei whai mā te mokopuna. Kei te mokopuna kē te tikanga mō te reo ka kōrerohia, ka tuhia, ka whakaatuhia rānei e ia, me te āhua o tana kawē i te mahi. Engari me whakamahi ngā ngohe nei i ngā mātauranga kua mau kē i te mokopuna kia māmā ake ai, kia tere ake ai te ako i te mātauranga hou.

<sup>2</sup> Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

<sup>3</sup> Durie, M. H., (1985). "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483-486, January.

<sup>4</sup> Johnston, M., Hood, N., Aitken, G. (2024). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

<sup>5</sup> Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

<sup>6</sup> Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

*Te ako horipū* – ko tā te kaiako hei ata whakaaro ki tana whakaako i te reo (mā te whakatauiria, mā te whakamārama, mā te whakaatu, mā te kōrero) i runga i te whanake haeretanga o ngā whakapapa reo o te mokopuna. Ka nahanaha, ka whakakaupapa te whakaatu a te kaiako i ngā hanga hou o te reo, i ngā akoranga hou o te reo kia taea ai e te mokopuna te ako *ētahi* reo kāore pea e *āheitia* e ia. I te tukanga ako, he mea nui hoki te whai hua o te whakahoki kōrero ki te mokopuna.

Hei tautoko i te whakawhiti a te mokopuna ki te kura:

- Mai i te **marama tuatahi ki te marama tuaono**, ka noho te ako tūhura hei tūāpapa mō te wā ako, ā, ka tautohu te kaiako i ētahi wā motuhake hei ako.
- Mai i te **marama tuaono ki te tau tuatoru**, ka noho te kaiako hei takawaenga, e akiaki ana i ngā mokopuna kia whai wāhi atu ki ngā mahi i waenga i ngā kaiako me ngā rōpū mokopuna. Ka kuhuna atu hoki ki te hōtaka ako ētahi wā hei āta whakatauiria i te reo hou me te ako tautauāmoa e whai wāhi ai te mokopuna ki te whakangungu i ngā pūkenga whāiti me ngā rautaki hei whakaū i ngā akoranga.

<b>0-6 marama</b>	Te ako tūhura	Te ako arahanga	Te ako horipū
<b>6 marama -3 tau</b>	Te ako tūhura	Te ako arahanga	Te ako horipū

### Ko te Āta Whakaako kia Whakawhitia

Ko ngā reo o te mokopuna te tūāpapa o tōna tuakiri. E whai hua ai te hōtaka whakaako o Te Reo Rangatira, me urutau ki ngā wheako me ngā reo o te mokopuna.

Mēnā he reo anō ō te mokopuna (reo Pākehā, reo kē atu rānei), me aro te hōtaka o Te Reo Rangatira ki te āhua o te noho tahitanga o ngā reo ka ākona, ka whakamahia hoki e te mokopuna. Kāore tētahi pūnaha reo e noho motuhake mai i tētahi anō pūnaha. Engari kē ia, ka kotahi mai ngā reo hei puna reo matua e whakawhiti ai te ākonga i ōna mōhiotanga kia māmā ake, kia tere ake hoki te ako i ngā reo.

Kotahi anake te “wāhi whakahaere reo” i te roro e āhei ai te mokopuna ki te whakawhiti i ngā mōhiotanga i waenga i ngā reo<sup>7</sup>, ā, mā tēnei e pakari ake ai te ako i te reo. Ka taea e te mokopuna te ako ētahi āhuratanga reo, ētahi mātauranga, ētahi pūkenga rānei i tētahi reo ka whakawhiti ai ki reo kē. Ki te tautokona tēnei tukanga e te kaiako, ka mārama ake, ka tika ake hoki te whakawhitinga (me te ako).

Ko te tikanga o *te āta whakaako kia whakawhitia*, ko te whai wāhi atu a te kaiako o Te Reo Rangatira ki te katoa o te reo e mōhiotia ana, e whakamahia ana hoki e te mokopuna hei āwhina i tana ako i ētahi āhuratanga reo hou. Nō reira, me mahi tahi ngā kaiako o Te Reo Rangatira me ngā kaiako o reo kē ki te hoahoa i ngā hōtaka reo e reretahi ai ngā mahi ako i ngā reo. Mā te whakaako i ngā momo kupu, i ngā pūtakenga kōrero, i ngā rautaki rānei e ōrite ana i te wā kotahi, kia reretahi ai rānei, ka māmā ake, ka tere ake hoki te ako.

### Ko te Whakaako Reo Whai Ngohe

Mātāmua mai ai ko te mokopuna me ōna wheako i te ara whakaako o te ‘Whakaako Reo Whai Ngohe’ (Task-based Language Teaching, TBLT). Ka hoahoa ngā kaiako i ngā tūmahī (arā, ngā ngohe, ngā kaupapa mahi, ngā matapaki, ngā rapanga) e kōrero tonu ai ngā mokopuna.<sup>8</sup> Ka tautoko te TBLT i te whanaketanga o ngā pūkenga reo ā-waha, ā-tuhi anō hoki mā roto mai i ngā āhuratanga matua e toru:

- te arotahi ki te tikanga ake – ka arotahi te mokopuna ki te mārama o āna kōrero
- te arotahi ki te momo reo – ka ako te mokopuna ki te whakapuaki i tōna katoa, kia hāngai, kia whai hua
- te arotahi ki te wetereo – ka ako te mokopuna i ngā āhuratanga wetereo.

E whakaatuhia ana ēnei āhuratanga i ngā whenu o Te Reo Rangatira.

### Kia kotahi hāora ia rā

Me whakaako ngā mokopuna i ngā tau 0-8 ki te pānui me te tuhituhi mō te kotahi hāora ia rā. Tērā pea, ka hua mai te kotahi hāora nei i ngā akoranga motuhake, i ngā akoranga rānei o ētahi atu wāhanga ako o te marautanga.

<sup>7</sup> Cummins, J. (2008). *Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education*. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.

<sup>8</sup> Willis D. & Willis J. (2007). *Doing Task-based Teaching*. Oxford University Press. p. 1

## Rangaranga Reo ā-Tā

Ko te Rangaranga Reo ā-Tā te huarahi whakaako i te pānui me te tuhi.

### Tau 1

I ngā marama 0 ki te 6, whakaakona ngā oromotu, ā, kia pēnei te raupapa:

1. Ngā oropuare, kia mōhio ai te mokopuna ki:
  - te wehewehe i ngā oro o ngā oropuare roa me ngā oropuare poto
  - te rongo me te tautohu i ngā kupu i roto i ngā rerenga
  - te rongo me te wehewehe i ngā oro tuatahi o ngā kupu.
2. Ngā orokati, kia mōhio ai te mokopuna ki:
  - te rongo me te wehewehe i ngā oro tuatahi o ngā kupu
  - te wehewehe i ngā oro tuwhera (oropuare) me ngā oro kati (orokati).
3. Ngā oropuare pūrua, kia mōhio ai te mokopuna ki:
  - te rongo me te tautohu i ngā kūoro i roto i ngā kupu
  - ngā oro o ngā kūoro whakamutunga
  - kupu huarite.

I te tau tuatahi tonu, kātahi ka whakaakona ngā oropuare me ngā orokati, ā, kia pēnei te raupapa:

#### 1. Ngā oropuare

- a, ā (aa), A, Ā (AA)
- e, ē (ee), E, Ē (EE)
- i, ī (ii), I, Ī (II)
- o, ō (oo), O, Ō (OO)
- u, ū (uu), U, Ū (UU)

#### 2. Ngā orokati

- p, P
- t, T
- m, M
- k, K
- w, W
- n, N
- h, H
- r, R
- wh, Wh
- ng, Ng

### Tau 2

I ngā marama 18, whakaakona ngā kūoro pūrua:

- ha, ka, ma, na, pa, ra, ta, wa, nga, wha
- he, ke, me, ne, pe, re, te, we, nge, whe
- hi, ki, mi, ni, pi, ri, ti, wi, ngi, whi
- ho, ko, mo, no, po, ro, to, wo, ngo, who
- hu, ku, mu, nu, pu, ru, tu, wu, ngu, whu

I te tau tuarua tonu, kātahi ka whakaakona

- te waihanga kupu mai i ngā kūoro pūrua
- ngā kupu āhukahuka waiwai
- te waihanga kupu mai i ngā kupu āhukahuka
- te waihanga kupu mai i ngā oropuare pūrua mā roto mai i te huarite
- te pānui me te tuhi i te whānuitanga o ngā kupu auau, ngā kupu āhuareka, me ngā kupu kaupapa.

Rautaki Whakaako - he tauira noa<sup>9</sup>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 1: Tau 0-3</b>			
<b>Te Ako Tūhura</b>			
<p><b>Hītokitoki</b> Tāngia tētahi tūtohi hītokitoki. Mā te mokopuna e tohu tētahi reta mō roto i tēnā tapawhā, i tēnā tapawha o te tūtohi. Ka hītokitoki, ka tau ana te mokopuna ki tētahi tapawhā, ka whakapuaki ia i tētahi kupu e tīmata ana ki te pū o taua wāhanga.</p>	<p><b>Ngā wheako</b> Whakaritea ētahi wheako mā te mokopuna kia taea ai e rātou te whakaahua o rātou kare ā-roto, tā rātou e kite ana, tā rātou e rongu ana, me te aha atu. Waihangahia hei pukapuka whaiaro mā te mokopuna kia pai ai te hokihoki atu.</p>	<p><b>Whakatau</b> Whakamahia te whakatau hei tūhura i ngā kare ā-roto rerekē.</p> <p><b>Whakapakoko</b> Tākarohia tētahi kēmu e āhua rite ana ki te kēmu 'Whakapakoko'. Ka karangahia te ingoa o tētahi mokopuna, ā, kia tere tana neke ki mua ki te whakaari i tētahi mahi māmā. Ko tā ērā atu he tū hei whakapakoko - kāore he paku oreore, kāore he paku kōrero kia tae rā anō ki tō rātou wā.</p> <p><b>Ngā āheinga whakahaere</b> Ka tohono, ka āta whakaritea rānei ngā mokopuna kia ārahi i te mihimihi o te ata me te whakahaere i ngā tikanga o te akomanga (karakia, mihimihi, te kōhi me te tiaki i ngā pouaka kai, te pānui i ngā mahere huarere, me te aha atu).</p>	<p><b>Taiao ako</b> Whakaritea ētahi taiao pēnei i te toa, i te rua kirikiri, i te wāhi hangahanga, me te kokonga kuhu kākahu e taea ai e te mokopuna te whakatau. Tautokona te mokopuna mā te tuku i ngā pātai me ngā tauira reo hei akiaki i te kōrero.</p> <p><b>Whakaari/whakatau</b> Whakamahia ngā ngohe pēnā i te 'Whakatau'. Tukuna ngā pikitia, ngā kupu, ngā pūāhua māmā rānei hei whakaari mā te mokopuna.</p>
<b>Te Ako Arahanga</b>			
<p><b>Whakatauiratia</b> Whakatauiratia te whakahua tika i te wā o te tuku, o te pānui rānei i tētahi kōrero.</p> <p><b>Te tohu i ngā oro me ngā kupu</b> Kōwhiria he oro/pū, he kupu hoki/rānei. Ko tā ngā mokopuna he tohu ina rongu rātou i aua oro, i aua kupu rānei i a rātou e whakarongo ana, i a rātou e taki ana i tētahi waiata, i tētahi rotarota rānei.</p>	<p><b>Te whakamahi auaha i te kōrero</b> Whakamahia auahatia tētahi kōrero mā te whakakapi i ngā kiripuaki ki ētahi atu kiripuaki (h.t., te whakakapi i ngā kararehe o te pāmu ki ngā kararehe o te moana). Ka waihanga anō i tētahi putanga hou o te kōrero me te ū tonu ki te raupapa o ngā kaupapa.</p> <p><b>Te matapae i te whakamutunga</b> Pānui kau noatia te tīmatanga me waenganui o tētahi kōrero, ka tono ai i te mokopuna ki te matapae i te whakamutunga.</p> <p><b>Te uhi i te pikitia/kōrero</b> Uhia tētahi wāhanga o tētahi pikitia, o te uhi rānei o tētahi pukapuka. Ka āta wānanga te mokopuna i ngā tīwhiri kei te pikitia/kōrero, ka matapae ai i te wāhanga e huna ana.</p>	<p><b>Mahi whakarongo māmā</b> Whakaritea ētahi mahi whakarongo māmā i te wā e whakarongo ana te mokopuna ki ētahi atu. Hei tauira, 'Whakarongo ki te kōrero a Mea, he aha tana mahi tuatahi?'</p>	<p><b>Ngā pakiwaituhi ngū</b> Mātakina ētahi pakiwaituhi poto e māmā ana, ā, whakangūtia te oro. Ka matapae te mokopuna i ngā kōrero e rere ana.</p>

<sup>9</sup> He tauira noa iho ēnei o ngā tikanga whakaako whai hua e hāngai pū ana ki ngā whāinga. E ākina ana ngā kaiako kia whakamahia te huhua o ngā rautaki whakaako, ērā kua taunakitia te whai hua.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārepe 1: Tau 0-3</b>			

**Te Ako Horipū**

<p><b>Te arapū</b> Tākina te arapū mā te whai i ngā mahere oro/pū kua whakaputaina, waihangahia rānei ētahi mahere whai pikitia mā te akomanga, mā te takitahi rānei; hei tauira, <i>a mō awa, wh mō wheke.</i></p> <p><b>Te whakamahi rawa</b> Whakamahia ngā rawa ōkiko pēnei i ngā paraka kua whai pū ā-tā, i ngā pū autō, i ngā kāri rānei hei tautoko i te mokopuna ki te ako i ngā pū me te tūhono i ngā oro.</p> <p><b>Pepa hāpiapia</b> Waiho kia kitea noatia te/ngā pū tuatahi o tētahi kupu i tētahi tuhinga ngātahi mā te whakamahi i ngā pepa hāpiapia. Ko tā ngā mokopuna he matapae i te kupu, he whakamārama hoki i ētahi atu pū/oro ka kitea i taua kupu.</p>	<p><b>Ngā tūtohi me ngā tukutuku</b> Whakamahia ngā tūtohi-Y, ngā tukutuku māmā rānei hei papatā, hei papatuhi rānei mō ngā āhuatanga i kite ai, i rongo ai, i mahi ai ngā kiripuaki o tētahi kōrero.</p>	<p><b>Pao, pao!</b> Tukuna he mihi hou mā te whakamahi i te rautaki Pao, pao! Ka noho te mokopuna ki tētahi porowhita, ā, ka whakapuakina e tēnā ākonga, e tēnā ākonga tētahi kupu o te kiānga hou, ka toaitia ai. Kia haere tonu te tuku i te kōrero kia ū ai te rerenga hou.</p>	<p><b>Te kāpata o Kui</b> Ka whakarāangi tēnā mokopuna me tēnā mokopuna i ngā rawa pohewa ka kitea i te kāpata o "Kui". Kia kotahi te rawa ki ia mokopuna, heoi, me toai ngā rawa katoa kua kōrero kētia i mua i te āpiti i tētahi anō rawa ki te rāangi.</p>
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**Tauira Reo**

<p><b>Rerenga</b> Ka, Kua, I, Me, E, Kei, Kei te, E ... ana, I te, Ko ...</p> <p>Kei te kai ia. Ka rongo ia. Kua mihi ia. I haere rāua.</p> <p><b>Rereingoa</b> He pai tēnei. He tamaiti pai ia. Ko Pare te kaiako.</p> <p><b>Reo Whakaahua</b> He pai ki a au te... Kei te reka te kai. He pango te pōro. Kei te ngenge au. I harikoa a Nani.</p> <p><b>Whakakāore</b> Kāore e ... ana Kāore i te ... Kaua e ...</p> <p><b>Kupu hono</b> ā ... engari ... me ... Nā/Nō te mea...</p> <p><b>Tūpou</b> au, koe, ia, māua, tāua, rāua, kōrua, tātou, rātou, koutou, mātou</p> <p><b>Pūriro</b> a/o tana/ana tōku/ōku tā/ā tō/ō</p>	<p><b>Whai māramatanga</b> He aha?/Anō? Kāore au i te mārama. He aha te tikanga o...? Tēnā kōrero mai anō?</p> <p><b>Raupapa</b> Ka ..., ā, ka ... Nā ... Tēnā ... Kātahi anō ... ka ... Kātahi ka ... Tuatahi ..., tuarua ...</p>	<p><b>Mihi</b> Mōrena Ngā mihi o te ata... o te ahiahi...o te wā Kia ora E mihi ana ki... Pō mārie/Ata mārie Nau mai...</p> <p><b>Poroporoaki</b> Hei āpōpō. E noho rā Haere rā Ka kite anō Noho ora mai. Ka kite i a ... Hei konei Hei konā mai Hei konā rā. Ka kite anō i a koe.</p> <p><b>Whakapāha</b> Auē taku ... Mō tōku hē ... Kua kitea taku hē.</p> <p><b>Whakaputa whakaaro</b> Nā, ki a au nei ... Ki ōku nei whakaaro ... Tēnā pea ... E pā ana ki ... Kia mōhio mai koe ... Kia mārama mai ...</p>	<p><b>Te reo tono</b> Homai te/ngā. Haere atu. Kei te pīrangi ahau ... E pai ana kia .... au?</p> <p><b>Te reo pātai</b> He aha te kupu mō...? He aha tēnā? He aha tō hiahia? Kei te pēhea/pai koe? Kei hea te/ngā...?</p> <p><b>Te reo pohewa</b> Ko <i>Māui</i> ahau (whakataua) He ... ahau. Kei te ... ahau. Titiro ki konā/rā.</p> <p><b>Te reo whakmārama</b> He ... tēnā/tērā. Ināianei kei te ... nā te mea/i te mea</p> <p><b>Te reo raupapa</b> I ngā wā o mua I te tīmatanga I te tuatahi, ...</p> <p><b>Te huarite</b> Piki, wiki, niki, i!</p> <p><b>Te tāruarua</b> Pakipaki, pekepeke, pikipiki e.</p>
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Tūāreke 1  
Tau 0-3

Tūāreke 2  
Tau 4-6

Tūāreke 3  
Tau 7-8

Tūāreke 4  
Tau 9-10

Tūāreke 5  
Tau 11-13



# Tūāreke 2 Tau 4-6



Whenu			
Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Toi Mokopuna			
He kaingākaunui te mokopuna ki te tika o te reo.	He whakaaro arohaehae te mokopuna.	He whai whakaaro te mokopuna ki te āhua o tana whakapuaki i ōna whakaaro.	He whai hua, he auaha, he Māori te whakamahi a te mokopuna i te reo.
<b>Tohu Ako: Tūārerere 2: Tau 4-6</b>			
Whāinga			
<b>Ka aro te ako a te mokopuna</b> ki te tika o te mārama me te whakamahi i te huhua o ngā kupu me ngā rerenga kōrero.	<b>Ka aro te ako a te mokopuna</b> ki te whakamāori i te huhua o ngā kōrero ā-waha, ā-tuhi, ā-ataata hoki.	<b>Ka aro te ako a te mokopuna</b> ki te whakamahi i ngā pūkenga pāhekoheko waiwai kia whai hua.	<b>Ka aro te ako a te mokopuna</b> ki te whakamahi i te reo whakaahua me te reo peha.
Kia Mataara			
<b>Hei te mutunga o te tau 4,</b> kei te tika (tata tika rānei) te whakamātau a te mokopuna i ngā kupu kūroraui i āna tuhinga.	<b>Hei te mutunga o te tau 4,</b> me nui ngā rautaki aroā a te mokopuna e whai māramatanga ai ia i ngā kupu hou i a ia e pānui ana.  <b>Hei te mutunga o te tau 5,</b> me matatau haere te pānui a te mokopuna i ngā kōrero roa ake, me te whai kia mārama.		

Proactively released

Kia Tika

Kia Mārama

Kia Arero Taiaha

Kia Auaha

Tohu Ako: Tūāreere 2: Tau 4-6

Te Ngako o te Whāinga

Mā Te Kaiako

<p><b>Tau 4</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tika te tātaki i ngā kupu</li> <li>• whakawhānui i tana puna kupu, tae noa ki ētahi kupu kāore e tino auau te puta</li> <li>• tika haere tana pānui i runga i te mārama</li> <li>• tuhi i ngā rerenga roa ake.</li> </ul>	<p><b>Tau 4</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whai wāhi ki te huhua o ngā momo kōrero me ngā momo pūtakenga kōrero</li> <li>• whakamahi i te huhua o ngā rautaki e mārama ai ia ki ngā kupu hou</li> <li>• whakamahi i te huhua o ngā momo rerenga i te wā o te tuhituhi.</li> </ul>	<p><b>Tau 4</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• hihiri te whai wāhi atu ki ngā matapaki</li> <li>• hāngai te reo ā-tinana.</li> </ul>	<p><b>Tau 4</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tārai i ngā paki ā-waha, ā-tuhituhi rānei.</li> </ul>
<p><b>Tau 5</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tika ake te whakamahi i ngā tohutō</li> <li>• whakawhānui i tana puna kupu, tae noa ki ngā kupu horopaki, ki ngā kupu taurite, me ngā kupu tauaro</li> <li>• whai i ngā ture wetereo e pā ana ki te huhua o ngā rerenga</li> <li>• tika ake tana tuhi, kia hāngai ake hoki te hanganga o āna tuhinga.</li> </ul>	<p><b>Tau 5</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• wehewehe, kia whakamahi i ngā kūmuri whakaingoa me ngā kūmuri whakahāngū</li> <li>• whakamahi i ngā kupu kāore e tino auau te puta</li> <li>• mārama ki te takune o te kaituhi, o te kaikōrero rānei</li> <li>• whakamahi i ngā rautaki ako reo maha</li> <li>• whānui ake ngā momo kōrero ka titoa.</li> </ul>	<p><b>Tau 5</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• pāhekoheko i runga i te ngākau aroha me te ngākau whakaute</li> <li>• whakarerekē i te oro, i te kahaoro, me te reo tinana</li> <li>• whakapuaki i te whakaāe, i te whakahē rānei.</li> </ul>	<p><b>Tau 5</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakaahua ā-kupu i ngā āhuatanga whāiti o te tangata, o tētahi mea rānei</li> <li>• whakaatu i ngā paki poto ki tētahi minenga.</li> </ul>
<p><b>Tau 6</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• rite tonu tana whakamahi i ngā tohutō</li> <li>• whakawhānui ake i tana puna kupu</li> <li>• tika te whakaputa i te rerenga pūhui me te rerenga āhua roa tonu</li> <li>• tika te whakamahi i te wāmahi</li> <li>• tika te whakaputa i ngā rerenga whakakāhore.</li> </ul>	<p><b>Tau 6</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• tautohu me te whakamahi i ētahi kūmua kāore e tino auau te puta</li> <li>• tautohu i te haukume</li> <li>• aro atu me te tukurua i ngā rautaki rerekē ka whakamahia e ngā kaikōrero me ngā kaituhi.</li> </ul>	<p><b>Tau 6</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whakarongo pīkari</li> <li>• whakapuaki i tōna katoa</li> <li>• puta tōna ake reo whaiaro.</li> </ul>	<p><b>Tau 6</b> <b>Tautokona te mokopuna kia:</b></p> <ul style="list-style-type: none"> <li>• whai i ētahi atu huarahi hei whakaahua ā-kupu i ngā tāngata, i ngā mea, i ngā kaupapa rānei</li> <li>• tautohu i ētahi āhuatanga o ngā reo ā-iwi.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 2: Tau 4-6</b>			

### Te Ngako o te Whāinga

#### Mā Te Mokopuna

<p><b>Kei te ako au i:</b></p> <ul style="list-style-type: none"> <li>ngā kupu hou maha e ōrite ana te tikanga</li> <li>te tikanga o ētahi tohu</li> <li>te rerekē pea o ngā kupu ka whakamahia e ērā nō iwi kē.</li> </ul> <p><b>Kei te ako hoki au ki:</b></p> <ul style="list-style-type: none"> <li>te hanga māramatanga ki tāku e pānui nei i runga i te tikanga o ngā kupu me te āhua o tō rātou takoto i te rerenga</li> <li>te kōrero me te tuhi i ngā rerenga roa</li> <li>te whakamahi kārawarawa i aku tuhinga</li> <li>te tuhi kōwae</li> <li>te whakawhānui i te āhua o taku whakamahi i tōku reo.</li> </ul>	<p><b>Kei te ako au ki:</b></p> <ul style="list-style-type: none"> <li>te pānui i ngā pukapuka roa ake me te ū ki te whakarongo mō ētahi wā roa ake</li> <li>te whakarerekē i te āhua o taku tuhi me taku kōrero kia hāngai ai ki te putanga e hiahia nei au</li> <li>te tuku pātai e pā ana ki tāku e whakarongo nei, e pānui nei, e kite nei rānei</li> <li>te tautohu i ngā huatau matua me ngā huatau tautoko</li> <li>ki te tuku pātai mō ngā kōrero ka rangona, ka pānuitia rānei, nā te mea, kāore i te pono ngā kōrero katoa.</li> </ul>	<p><b>Kei te ako au ki:</b></p> <ul style="list-style-type: none"> <li>te kōrero ki ngā pakeke</li> <li>te tono i ngā whakaaro me ngā kare ā-roto o ētahi atu</li> <li>te whakaatu ki ētahi atu kei te whakarongo au</li> <li>te tuku i ōku whakaaro me te manawa popore.</li> </ul>	<p><b>Kei te ako au i:</b></p> <ul style="list-style-type: none"> <li>ngā kupu whakaahua maha.</li> </ul> <p><b>Kei te ako hoki au ki:</b></p> <ul style="list-style-type: none"> <li>te whakaahua i te āhua, i te rongo, i te tangi hoki o ētahi mea</li> <li>te kōrero, ki te tuhi hoki e pā ana ki ngā āhuatanga ka puta me ngā mea ka pohewatia e au</li> <li>te tuku kōrero paki ki te akomanga me ētahi atu tāngata.</li> </ul>
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#### Te Roanga o Te Kōrero

<p><b>Te āhua o te mokopuna</b></p> <p>Kei te timata te mokopuna ki te whakapai ake i ōna pūkenga reo ā-waha, ā-tuhi hoki kia tika pū ake. Me whai wāhi ia ki te whānuitanga o te reo hei whakawhānui i tana puna kupu me tōna mārama ki te reo Māori. Me whai wāhi hoki ia ki ngā wheako ako āhuareka, whakataratara hoki e whai hua ai ngā whakawhitinga kōrero. I ngā mahi tuhi ā-ringa, kei te whai te mokopuna kia ōrite te rahi, ngā āputa i waenganui kupu, me te tīaroaro o te tuhi i te whārangi. Me mārama te tuhi ā-ringa.</p>	<p><b>Te āhua o te mokopuna</b></p> <p>Kei te mauminamina te mokopuna ki te whakarongo, ki te kōrero, ki te pānui, ki te tuhi, ki te mātakitaki, ki te whakaputa kōrero hoki. Kei te kaha haere tōna mārama ki ngā kōrero (ā-ataata, ā-waha, ā-tuhi hoki) e wero hirikapo ana me te huhua o ngā paparanga tikanga. Ka whakawhanake tēnei i tōna āhei ki te whakaaro arohaehae ki tana e rongo ai, e kite ai, e pānui ai hoki.</p>	<p><b>Te āhua o te mokopuna</b></p> <p>Kei te timata te mokopuna ki te whai wāhi atu ki ngā pāhekoheko tuatini. Kei te ako ia ki te whakapuaki i tōna katoa, ki te whai whakaaro ki ngā tirohanga a ētahi atu, me te whai wāhi atu ki ngā whakawhitinga kōrero e maha ana ngā tirohanga.</p>	<p><b>Te āhua o te mokopuna</b></p> <p>Kei te whakawhanake te mokopuna i tōna auaha ki te reo mā te whakataki i ngā wheako whaiaro me ngā paki pohewa i te reo ā-waha, ā-tuhi hoki. Me tuku ngā āheinga e kōrero paki ai ia ki ētahi atu i ngā rōpū me ngā minenga nui ake. Ākina te mokopuna kia whakamahi i te whānuitanga o te reo whakaahua me te reo peha ki te whakaahua ā-kupu i tana e kite nei, e rongo nei, e mahi nei. Koinei te tūāpapa o te mārama ki te āhua o tā te reo peha āpiti hōhonutanga, āpiti whakapuakanga hoki ki ngā whakawhitinga kōrero.</p>
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Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 2: Tau 4–6</b>			
<b>Te Roanga o Te Kōrero</b>			
<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tuhi i ngā tohutō, i ngā oro tāpara rānei</li> <li>• whakamahi i ētahi kupu kaupapa</li> <li>• whakamahi i ōna pūkenga weteoro me tōna mōhio ki te āhua o te reo Māori kia tika ake tana pānui, kia whakaū hoki i tāna i pānui ai</li> <li>• whakamahi i ngā rerepūhui</li> <li>• whakatakoto i te rerepūhui āhua (me te whakakāhoretanga)</li> <li>• panoni i te rerepūhui hei rerehāngū (me ngā whakakāhoretanga).</li> </ul>	<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakarōpū i ngā kupu i runga i te pūtake me te hanganga (h.t., ngā tūingoa, ngā tūmahī, ngā tūāhua, ngā kīhono)</li> <li>• whai wāhi ki te huhua o ngā momo kōrero me ngā momo pūtakenga kōrero</li> <li>• whakamahi i ngā rautaki ki te whai māramatanga ki ngā kupu kāore e āta mōhiotia ana me ngā kupu pūhui h.t., mahitahi, moeroa, rorohiko (kei Ngā tini mata o te ako ngā rautaki)</li> <li>• whakamahi i te huhua o ngā momo rerenga i āna tuhinga.</li> </ul>	<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whai wāhi atu (me te hihiri) ki ngā matapaki me ngā hoa me ngā pakeke</li> <li>• whakamahi i ngā tuone, i ngā reo ā-tinana kia hāngai ki te kaupapa, ki te hunga whai wāhi ki te kōrero, me te horopaki</li> <li>• āta whakapuaki i tētahi whakaaro kia mārama.</li> </ul>	<p><b>Ngā tini mata o te reo</b> Kei te wāhanga o Taurira Reo e whakaatuhia ana ngā momo reo e tika ana kia whakamahia e te mokopuna i tēnei tūārere.</p> <p><b>Tau 4</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakarite i ōna whakaaro ki tētahi kaupapa mō te kōrero paki me te hanga kōrero</li> <li>• whakamahi i ngā kīhono me ngā rerepūhui.</li> </ul>
<p><b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tuhi i ngā tohutō, i ngā oro tāpara rānei kia tika ake</li> <li>• whakawhānui i tana puna kupu, tae noa ki ngā kupu horopaki, ki ngā kupu taurite, me ngā kupu tauaro</li> <li>• whai mārama, ki te whakamahi hoki i ngā rerekaimahi (me ngā whakakāhoretanga)</li> <li>• whai i ngā ture o te reo</li> <li>• whakamahi i ngā kārawarawa kia tika ake (te piko, te pakini, te tohu kī)</li> <li>• tārai i ngā kōwae.</li> </ul>	<p><b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• wehewehe, ki te whakamahi hoki i ngā kūmuri whakaingoa me ngā kūmuri whakahāngū (h.t., -tia, -tanga, -hia, -hanga, -ria, -ranga)</li> <li>• whakamahi i ngā kupu kāore e tino auau te puta kia hāngai ake te kōrero (h.t., ngā kupu kaupapa, ngā kupu taurite)</li> <li>• tautohu i te tākune o te kaituhi, o te kākōrero rānei</li> <li>• tautohu i ngā nuka reo e tūhono ai ngā kupu me ngā rerenga (h.t., he kīhono, he tūkapi/tūpou, he whakaururu)</li> <li>• whakamahi i ngā rautaki ako reo maha (h.t., te whakarāpopoto, te hīkaro)</li> <li>• tuhi, ki te tito rānei i ētahi momo kōrero mō te huhua o ngā pūtakenga kōrero.</li> </ul>	<p><b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• pāhekoheko i runga i te ngākau aroha me te ngākau whakaute</li> <li>• whakamahi i te oro, i te kahaoro, me te reo ā-tinana e hāngai ana</li> <li>• whakapuaki i tana tautoko i tētahi whakaaro</li> <li>• whakahē i tētahi whakaaro me te tika o te tuku i tana whakahē.</li> </ul>	<p><b>Tau 5</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• te whakamahi i ngā kupu e hāngai ana (ngā tūāhua, ngā tūkē, ngā kupu taurite, ngā kupu tauaro) hei whakaahua i ngā āhuatanga whāiti o te tangata, o ētahi mea rānei</li> <li>• whakaatu i ngā paki poto ki tētahi minenga.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūāreere 2: Tau 4-6</b>			
<b>Te Roanga o Te Kōrero</b>			
<p><b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tuhi i ngā tohutō, i ngā oro tāpara rānei kia rite tonu</li> <li>• whakawhānui ake i te whakamahia o ngā kupu horopaki, o ngā kupu taurite, o ngā kupu tauaro, me ngā kupu ā-iwi</li> <li>• tautohu i ētahi kupu a ētahi atu iwi</li> <li>• whakamahi tika i te kīhono ki te whakatakoto i te rerepūhui</li> <li>• whakatakoto i te rerenga roa ake kia tika</li> <li>• whakamahi i ngā wāmahi me ngā whakakāhoretanga kia tika.</li> </ul>	<p><b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• tautohu, ki te whai mārama, ki te whakamahi hoki i ētahi kūmua tuatini (h.t., kore-, kau-, pae-, mata-)</li> <li>• tautohu i te haukume i ngā kōrero ka kitea, ka pānuihia, ka rangona rānei</li> <li>• aro atu, ki te whakamahi hoki i te reo whakawhere</li> <li>• aro atu ki ngā huatau matua me ngā kōrero tautoko</li> <li>• tautohu i ngā rautaki rerekē ka whakamahia e ngā kaikōrero me ngā kaituhi</li> <li>• whai i ētahi huarahi kē atu hei tuku i ōna whakaaro</li> <li>• whakamahi i ngā nuka reo e tūhono ai ngā kupu me ngā rerenga (h.t., he kīhono, he tūkapi/tūpou, he whakaururu)</li> <li>• whakaputa i te huhua o ngā momo rerenga</li> <li>• whakahāngai i tōna reo ki te pūtake o te whakawhitinga kōrero.</li> </ul>	<p><b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• whakamahi i te whānuitanga o te reo whakaahua (ngā tūāhua, ngā tūkē, me te reo peha)</li> <li>• whakamahi i te huhua o ngā rautaki hei tautoko, hei whakahē rānei i tētahi whakaaro</li> <li>• whakamahi i te huhua o ngā kīanga hei whakapuaki i tētahi whakaaro</li> <li>• āta whakapuaki i ōna whakaaro mā te whakamahi i te reo whakaahua me te reo whakamārama.</li> </ul>	<p><b>Tau 6</b> <b>Kei te ako te mokopuna ki te:</b></p> <ul style="list-style-type: none"> <li>• kōrero, ki te tuhi, ki te whakaatu rānei i ngā taipitopito i āna whakaahuatanga</li> <li>• whakamahi i ngā kupu whakarite me ngā huahuatau waiwai hei waihanga pikitia ā-kupu</li> <li>• whai whakaro ki te wairua o te kōrero, te hā o te reo me te hanganga o te tuku i te wā o te kōrero paki</li> <li>• tautohu i ētahi āhuatanga o ngā reo ā-iwi.</li> </ul>
<p><b>Ngā tini mata o te mātauranga</b> Kei te ako te mokopuna he ture, he tikanga hoki tō te reo.</p>	<p><b>Ngā tini mata o te mātauranga</b> Kei te ako te mokopuna he tika ētahi kōrero, kāore hoki ētahi atu kōrero i te tika. Me nui ngā āheinga e wehewehe ai ia i ngā puna pārongo pono me ngā puna pārongo kāore i te pono, me te tautohu i ngā haukume i te reo ā-waha, ā-matihiko, ā-tuhi hoki.</p>	<p><b>Ngā tini mata o te mātauranga</b> Kei te kaha haere te mōhio o te mokopuna ki te tautuutu me te hiahia kia whai wāhi atu te katoa ki ngā matapakinga.</p>	<p><b>Ngā tini mata o te mātauranga</b> Kei te ako te mokopuna mā te tuku i ētahi anō pitopito e pārekareka ake ai, e āhuareka ake ai ngā kōrero paki.</p>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūārere 2: Tau 4–6</b>			
<b>Te Roanga o Te Kōrero</b>			
<p><b>Ngā tini mata o te ako</b> Kei te ako te mokopuna ki te whakamahi i ētahi reo kia tika, kia mārama.</p> <p>Ko ngā rautaki matua hei ako mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>• whakapuaki anō</li> <li>• whakarongo pīkari</li> <li>• hīkaro.</li> </ul>	<p><b>Ngā tini mata o te ako</b> Kei te ako te mokopuna ki te tautohu i te pūtake, i ngā huatau matua, me ngā whakaaro tautoko o te kaituhi, o te kaikōrero rānei.</p> <p>Ākina ngā mokopuna kia tuku pātai i mua, i te wā, i muri hoki i te whāi wāhi atu ki ngā kōrero ā-waha, ā-ataata, ā-tuhi hoki.</p> <p>Ko ngā rautaki aroā matua hei ako mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>• patapatai</li> <li>• matapae me te whakapūmau</li> <li>• whakarāpopoto</li> <li>• wāwāhi i te kupu</li> <li>• tuhi tīpoka (tae noa atu ki te whakarite i ngā whakaaro mai i tāna i rongo ai, i kite ai, i pānui ai rānei)</li> <li>• kimi māramatanga i te horopaki</li> <li>• whakatairite me te whakatauaro i ngā whakaaro, i ngā pārongo rānei</li> <li>• tautohu i te reo whakawhere, i te reo peha hoki.</li> </ul> <p>Whakaakona te mokopuna kia whakawhiti i ngā ariā reo e mōhiohia ana i t/ētahi atu reo hei tautoko i te ako i te reo Māori.</p>	<p><b>Ngā tini mata o te ako</b> Kei te ako te mokopuna ki te mahi ngātahi me ētahi atu hei tautoko i tana ako me te whakatipu i te whanaungatanga. Kei te whakarongo pīkari, kei te tika hoki tana whai wāhi atu ki ngā matapaki.</p> <p>Ko ngā rautaki matua hei ako mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>• whakarongo pīkari (h.t., mā te tuku pātai, mā te mihi i ngā kōrero kua puta, mā te hāngai o te whakahoki kōrero, mā te whakarāpopoto i ngā kōrero kua rangona...)</li> <li>• whai wāhi hihiri atu ki ngā matapaki</li> <li>• āta tatari i te wā o te matapaki</li> <li>• whakapuaki anō i te whakaaro ki ētahi kupu kē atu</li> <li>• tāpiri atu i ētahi taipitopito anō</li> <li>• tuku pātai turuki</li> <li>• huritao</li> <li>• kōrero whaiaro.</li> </ul>	<p><b>Ngā tini mata o te ako</b> Kei te ako te mokopuna ki te whakarite i ōna whakaaro ki tētahi raupapa mō te kōrero paki me te hanga kōrero.</p> <p>Ko ngā rautaki matua hei ako mā te mokopuna, ko te:</p> <ul style="list-style-type: none"> <li>• “whakaaro anō” kia toko ake ētahi whakaaro hou</li> <li>• ohia manomano</li> <li>• whakarōpū i ngā whakaaro e ōrite ana te āhua</li> <li>• whakaraupapa i ngā whakaaro</li> <li>• tuku i ngā pātai “ka pēhea mēnā...”</li> <li>• whakamahi i ngā rautaki maumahara me te manawataki hei ako i ngā kupu me ngā huatau hou.</li> </ul>
<p><b>Ngā tini mata o te tuakiri</b> Ākina te mokopuna kia wairua pākiki ki te reo, tae noa atu ki te āhua o tā ētahi atu tāngata, o tā ētahi atu iwi kōrero (reo ā-iwi).</p>	<p><b>Ngā tini mata o te tuakiri</b> Tautokona te mokopuna kia mātakitaki, kia rata hoki ki tōna horopaki. Me mātua whai kia tukuna ki a ia te reo e kōrerohia ai āna kitenga me āna uruparenga.</p>	<p><b>Ngā tini mata o te tuakiri</b> Whakatipuria te mōhio o te mokopuna ki te āhua o tāna whakawhiti kōrero me ētahi atu me te pāpātanga o tēnei āhua.</p>	<p><b>Ngā tini mata o te tuakiri</b> Poipoiā te whakapono o te mokopuna ki tana āheinga ki te whakawhiti whakaaro.</p> <p>Whakatipuria te mōhio o te mokopuna ki te rerekē o te āhua o tā ētahi kōrero, tae noa atu ki ngā reo ā-iwi.</p>

# Hei Tautoko i Te Ako

## Tikanga Whakaako

Ka whakaatu tēnei wāhanga ako, Te Reo Rangatira, i te pūmau o te hononga i waenga i te tuakiri, te reo, me te whakaaro<sup>10</sup>. E whai hua ai te whakaako reo, me whai whakaaro te kaiako ki te Whare Tapa Whā<sup>11</sup> o te mokopuna - ki tōna taha hinengaro, taha wairua, taha tinana, taha whānau hoki. He pānga ō ēnei taha ki te ako, ki tōna hauora anō hoki. Ko te tūāpapa ia ko te whakapono o te mokopuna ki a ia anō hei ākongā, inarā, hei ākongā reo.<sup>12</sup>

### Kia puta te ihu o ia mokopuna

He rerekē te tere o te ako a tēnā mokopuna, a tēnā mokopuna. Ko te tikanga o te ako kauawhi i te horopaki o te ako i te reo, ko te waiho mā ngā hiahia o ia mokopuna te hōtaka ako e ārahi. Ka taea te whakamahi ngā paearu whāiti e kitea ana i *Te Ngako o te Whāinga* hei ārahi i ngā kōrero ki te whānau me te ākongā e pā ana ki ō rātou whakaarotau ako. Mā te pēnā e whanake tonu ai, e angitu tonu ai ia mokopuna.

E puta ai te ihu i ngā akoranga reo me manawa kai tūraru te mokopuna<sup>13 14</sup>. Me whakatītina ngā āhuatanga o te akomanga me te ako i te pono, i te whakaaro nui, me te mahitahi kia rongu ai ngā mokopuna katoa i te taiao haumarua e pai ai te whai tūraru i a rātou e ako reo ana. Whakatipuria te māia o te mokopuna ki te whakawhiti kōrero mā te waihanga i tētahi taiao ako reo i roto i te akomanga:

- rumakina ngā mokopuna ki te reo Māori mā ngā rauemi ataata, ngā pānui whakaahua, ngā pukapuka, rauemi oro, me ngā rauemi rongorau
- tukuna ngā āheinga me ngā wāhi e māmā ai te mahi takirua, te mahi ā-rōpū, me te whakaari
- whakaritea he wāhi e puta ohore ai ētahi kaupapa, ētahi rauemi rānei hei whakahihiko i te kōrerorero me te manawa reka
- Poipoia he taiao kauawhi e tau ai te wairua o te mokopuna ki te hapa.

Ko ngā hangarau tauawhi ka whakaiti i ngā tauārai ki te ako i te reo tētahi anō huarahi hei āwhina i te mokopuna whaikaha, mokopuna kanorau. Mā te whakamahi i ēnei momo pūmārō, pūmanawa, taputapu rānei e whakamanahia ai te mokopuna kia ako tūhake, e āta hāpaitia ai tana whai wāhi atu ki te ako. Mō te roanga o ngā kōrero mō ngā hangarau tauawhi me ētahi tauira, toroa te paetukutuku a Te Tāhuhu o te Mātauranga [www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/](http://www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/)

### Te hanganga o te hōtaka ako i te reo

E āhuareka ai tētahi hōtaka ako reo me tuku ngā mokopuna kia whai wāhi atu ki ō rātou ake huarahi ako. Me kuhu atu ngā waehanga e whai ake nei ki tētahi hōtaka ako reo:

*Te ako tūhura* – ko tā te kaiako he tuku atu i ētahi ngohe whānui ki te mokopuna hei whakapuaki i a ia anō, hei whakaharatau hoki i te reo. He mea nui te whakaharatau e pai ai te ako. I te tau tuatahi me te tau tuarua, kāore pea i te hāngai pū ki te marau ako ngā ngohe katoa ka kōwhiria e te mokopuna. Kei te mokopuna te tikanga.

*Te ako arahanga* – ko tā te kaiako he whakarite ngohe mā te mokopuna, engari kāore e herea te reo me ngā tikanga hei whai mā te mokopuna. Kei te mokopuna kē te tikanga mō te reo ka kōrerohia, ka tuhia, ka whakaatuhia rānei e ia, me te āhua o tana kawē i te mahi. Engari me whakamahi ngā ngohe nei i ngā mātauranga kua mau kē i te mokopuna kia māmā ake ai, kia tere ake ai te ako i te mātauranga hou.

<sup>10</sup> Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

<sup>11</sup> Durie, M. H., 1985. "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483-486, January.

<sup>12</sup> Johnston, M., Hood, N., Aitken, G. (2024). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

<sup>13</sup> Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

<sup>14</sup> Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

*Te ako horipū* – ko tā te kaiako he āta whakaaro ki tana whakaako i te reo (mā te whakatauirā, mā te whakamārama, mā te whakaatu, mā te kōrero) i runga i te whanake haeretanga o ngā whakapapa reo o te mokopuna. Ka nahanaha, ka whakakaupapa te whakaatu a te kaiako i ngā hanga hou o te reo, i ngā akoranga hou o te reo kia taea ai e te mokopuna te ako ētahi reo kāore pea e āheitia e ia. I te tukanga ako, he mea nui hoki te whai hua o te whakahoki kōrero ki te mokopuna.

I ngā **tau 4-6**, me whai te hōtaka reo kia tautika te wāhi ki ngā ngohe kua whakaritea e te kaiako, ki te ako horipū, ki te whakaatu, ki te whakamārama, ki te ako tautauāmoa hoki e whakangungu ai te mokopuna me tōna kotahi, me ētahi atu rānei, ā, ko tā te kaiako he whakaruruhau, he noho hei rauemi ina hiahiatia.

Te ako tūhura	Te ako arahanga	Te ako horipū
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### Ko te Āta Whakaako kia Whakawhitia

Ko ngā reo o te mokopuna te tūāpapa o tōna tuakiri. E whai hua ai te hōtaka whakaako o Te Reo Rangatira, me urutau ki ngā wheako me ngā reo o te mokopuna.

Mēnā he reo anō ō te mokopuna (reo Pākehā, reo kē atu rānei), me arō te hōtaka o Te Reo Rangatira ki te āhua o te noho tahitanga o ngā reo ka ākona, ka whakamahia hoki e te mokopuna. Kāore tētahi pūnaha reo e noho motuhake mai i tētahi anō pūnaha. Engari kē ia, ka kotahi mai ngā reo hei puna reo matua e whakawhiti ai te ākonga i ōna mōhiotanga kia māmā ake, kia tere ake hoki te ako i ngā reo.

Kotahi anake te “wāhi whakahaere reo” i te roro e āhei ai te mokopuna ki te whakawhiti i ngā mōhiotanga i waenga i ngā reo<sup>15</sup>, ā, mā tēnei e pakari ake ai te ako i te reo. Ka taea e te mokopuna te ako ētahi āhuatanga reo, ētahi mātauranga, ētahi pūkenga rānei i tētahi reo ka whakawhiti ai ki reo kē. Ki te tautokona tēnei tukanga e te kaiako, ka mārama ake, ka tika ake hoki te whakawhitinga (me te ako).

Ko te tikanga o *te āta whakaako kia whakawhitia*, ko te whai wāhi atu a te kaiako o Te Reo Rangatira ki te katoa o te reo e mōhiotia ana, e whakamahia ana hoki e te mokopuna hei āwhina i tana ako i ētahi āhuatanga reo hou. Nō reira, me mahi tahi ngā kaiako o Te Reo Rangatira me ngā kaiako o reo kē ki te hoahoa i ngā hōtaka reo e reretahi ai ngā mahi ako i ngā reo. Mā te whakaako i ngā momo kupu, i ngā pūtakenga kōrero, i ngā rautaki rānei e ōrite ana i te wā kotahi, kia reretahi ai rānei, ka māmā ake, ka tere ake hoki te ako.

### Ko te Whakaako Reo Whai Ngohe

Mātāmua mai ai ko te mokopuna me ōna wheako i te ara whakaako o te ‘Whakaako Reo Whai Ngohe’ (Task-based Language Teaching, TBLT). Ka hoahoa ngā kaiako i ngā tūmahi (arā, ngā ngohe, ngā kaupapa mahi, ngā matapaki, me ngā rapanga) e kōrero tonu ai ngā mokopuna.<sup>16</sup> Ka tautoko te TBLT i te whanaketanga o ngā pūkenga reo ā-waha, ā-tuhi anō hoki mā roto mai i ngā āhuatanga matua e toru:

- te arotahi ki te tikanga ake – ka arotahi te mokopuna ki te mārama o āna kōrero
- te arotahi ki te momo reo – ka ako te mokopuna ki te whakapuaki i tōna katoa, kia hāngai, kia whai hua
- te arotahi ki te wetereo – ka ako te mokopuna i ngā āhuatanga wetereo.

E whakaatuhia ana ēnei āhuatanga i ngā whenu o Te Reo Rangatira.

### Kia kotahi hāora ia rā

Me whakaako ngā mokopuna i ngā tau 0-8 ki te pānui me te tuhituhi mō te kotahi hāora ia rā. Tērā pea, ka hua mai te kotahi hāora nei i ngā akoranga motuhake, i ngā akoranga rānei o ētahi atu wāhanga ako o te marautanga.

<sup>15</sup> Cummins, J. (2008). *Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education*. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.

<sup>16</sup> Willis D. & Willis J. (2007). *Doing Task-based Teaching*. Oxford University Press. p. 1

Rautaki Whakaako - he taurira noa<sup>17</sup>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūāreere 2: Tau 4-6</b>			
<b>Te Ako Tūhura</b>			
<p><b>Te hamuhamu kupu</b> Ka kimi te mokopuna i ētahi taurira o ngā ture wetereo me ngā momo kupu (hei taurira, ngā tūingoa, ngā tūmahi, ngā tūāhua rānei) e mōhio nei rātou i tō rātou taiao. Whakaritea te roa o te wā i te tīmatanga.</p>	<p><b>Mataono paki</b> Tāngia, whakapiria rānei ētahi pikitia o ngā kiripuaki, o ngā wāhi, o ngā rawa, o ngā hui rānei ki ia mata o te mataono. Kia pēneitia ētahi anō mataono.  Ka pīrori te mokopuna i ngā mataono. Ko ngā pikitia ka kitea, koinā te kaupapa mō tētahi paki poto ka tītoa e te mokopuna i taua wā tonu.</p>	<p><b>Ngā kaupapa ako ngātahi</b> Ka tautoko ngā ngohe pēnei i ngā matapaki ā-rōpū, i ngā pūāhua whakatau, me ngā kaupapa ako ngātahi i ngā mokopuna ki te whakaharatau me te whakawhanake i ngā pūkenga whakahangahanga o te whakawhiti kōrero.</p>	<p><b>Mātakitaki</b> Ka mahi takirua, ka mahi ā-rōpū rānei ngā mokopuna ki te whakaari ngū i tētahi tūāhuatanga. Ka whakarongo, ka mātakitaki hoki te minenga, ā, ka whai kia whakatau i te kaupapa o te tūāhuatanga, me ētahi o ngā kōrero a ngā kiripuaki. Kia whakamahia pea te rautaki 'Whakaaro, Mahi Takirua, Tuku' hei akiaki i ngā matapakinga.</p>
<b>Te Ako Arahanga</b>			
<p><b>Arawhata Ārepa</b> Ka whakaritea he <a href="#">Arawhata Ārepa</a> hei tautoko i te puna reo a te mokopuna. Ka tuhia ngā kupu me ngā kianga hou, ka tāngia rānei he pikitia ki te taha o te pū tīmatanga o te kupu hou.  Ka mahi ā-rōpū ngā mokopuna. Kōwhiria he horopaki (hei taurira, te tāone). Ka tohua tētahi mokopuna hei kaituhi, ko tētahi atu hei kaitā pikitia, ā, ko te mahi a ērā atu o te rōpū ko te whakaaro ake ki ētahi kupu e hāngai ana ki te horopaki i roto i tētahi wā kua whakaritea.</p>	<p><b>Tautohetohe</b> Waihangatia tētahi kohinga kaupapa māmā hei matapaki, hei tautohetohe mā ngā ākongā. Whakaritea ngā ākongā ki ngā rōpū matapaki iti, ā, ka tuku tēnā mema, me tēnā mema i tētahi whakaaro e pā ana ki te kaupapa. I a rātou e whakarongo ana ki ētahi atu rōpū, ka āhei rātou ki te tautohē i ngā kōrero ka puta.</p> <p><b>Tauhokohoko</b> Ka tukuna tētahi rawa ki tēnā mokopuna, ki tēnā mokopuna hei "hoko" atu mā rātou. Ka whai rātou kia whakapakepakeketia ō rātou hoa kia hiahia ki te rawa. Ka taea te mahi takirua, ā, ka whai wā poto hoki rātou ki te whakarite i ā rātou kōrero. Ākina ngā mokopuna kia tuku pātai i a rātou e whakarongo ana.</p> <p><b>Ngā momo kupu</b> Whakaaturia ngā kāri e mau nei ngā momo kupu rerekē. Hei taurira, ngā kupu hono hei whakamahi mā ngā mokopuna i a rātou e tuhi ana, ngā kupu hoki/rānei me whakauru rawa te ākongā ki tā rātou tuhinga.</p> <p><b>Ngā kupu matua</b> Tukuna tētahi kohinga kupu matua mai i tētahi kaupapa, i tētahi kōrero ā-tuhi, ā-ataata rānei ki te mokopuna kia matapōkere te raupapa i te whārangi. Ka whakamahi te mokopuna i ngā kupu matua hei waihanga i tā rātou ake kōrero.</p>	<p><b>Kōrero āmio</b> Kōwhiria tētahi kaupapa hei matapaki mā ngā mokopuna, ā, ka tuku ia mokopuna i ōna whakaaro. Kuhuna atu ngā paearu pēnei i te mihi ki te kaikōrero me te āhei ki te whakahē, ki te whakaae rānei.  <a href="#">He kōrero anō mō te rautaki nei.</a></p> <p><b>Te tōnati</b> Ko tā tēnei ngohe he tuku i ngā mokopuna kia whakaharatau i ō rātou pūkenga whakawhiti kōrero me te tuku i ō rātou whakaaro i tētahi taiao ngahau, i tētahi taiao haumaruru hoki.  <a href="#">He kōrero anō mō te rautaki nei.</a></p> <p><b>Kōrerotia!</b> Ka tuku a 'Kōrerotia!' i ngā mahi whakaharatau i te kōrero tene. Ka waihanga te kaiako i tētahi rārangi kaupapa hei matapaki mā te mokopuna. Ka kōwhiria matapōkeretia tētahi kaupapa, ka poto noa iho te wā whakarite, kātahi ka tukuna kia kōrero mō tētahi wā kua whakaritea (me kī, kia kotahi meneti). Tāpuia he wā e tuku ai te hunga whakarongo i ngā pātai, e tautohē ai rānei rātou i ngā whakaaro o te kaikōrero.</p>	<p><b>Whakaarohia/whakatauhia</b> Te whakatau i ngā whakaari kua whakaputaina. Whakaahuatia tētahi tūāhuatanga mā ngā mokopuna, ā, ko tā rātou he āta whakarongo, ka whakaari ai i tā rātou i rongo ai. Hei taurira, "<i>Kei te hīkoi koe i te taha moana, kei te pupuhi te hau, he tino karekare te moana ... kia tūpato kei mākū koe!</i>"</p> <p><b>Topenga ataata ngū</b> Mātakina ētahi topenga ataata e ngū ana te oro. Ka whakamārama te mokopuna i ngā kōrero me ngā mahi e puta ana e ai ki ō rātou whakaaro, ka waihanga ai i tētahi whakawhitinga kōrero.</p>

<sup>17</sup> Hei taurira noa iho ēnei o ngā tikanga whakaako whai hua e hāngai pū ana ki ngā whāinga. E ākina ana ngā kaiako kia whakamahia te hūhua o ngā rautaki whakaako, ērā kua taunakitia te whai hua.

Kia Tika

Kia Mārama

Kia Arero Taiaha

Kia Auaha

Tohu Ako: Tūāreere 2: Tau 4-6

Te Ako Horipū

**Te whakapakari i ngā pūkenga whakarongo pīkari**

Waihangahia ētahi ngohe hei whakapakari i ngā pūkenga whakarongo pīkari pēnei i te whakarongo me te whakaraupapa, te whakarongo me te tautohu, me te whakarongo me te mahi.

**Te tūhono i tētahi kōrero kua tapahia**

Whakamahia ngā ngohe ā-waha, ā-tuhi rānei e tūhono ai ngā mokopuna i ngā wāhanga o ngā kīanga, o ngā rerenga kōrero rānei mā te whakamahi i tō rātou mōhio ki te reo, ki te wetereo me ngā kārawarawa hei tautoko i a rātou.

**He whakakī ā-waha i ngā āputa**

I tētahi ngohe whakakī āputa, ka whai haere ngā mokopuna i tētahi kōrero i te wā e pānui ā-waha ana te kaiako, heoi, ka mahue i a ia ētahi kupu. Mā ngā ākonga ngā āputa e whakakī ā-waha, i te wā e pānui ana te kaiako.

**Rōnaki**

Whakamahia te kēmu rōnaki (ngā momo tikanga o te kupu) mā te kōwhiri i tētahi kupu, hei tauira, te 'makariri'. Ka āpiti te mokopuna i ētahi kupu, pēnei i te 'tino', i te 'rawa atu', ā, ka whakaraupapatia ngā kīanga e ai ki te 'taumata o te makariri'. Āpitihia te 'mahana' me te 'wera' e rere tonu ai te rārangi rōnaki.

**Tūtohi tikanga**

Tukuna tētahi tātauira tūtohi ki te mokopuna e mau nei ngā upoko, pēnei i te 'Kupu', i te 'Pikitia', i te 'Whakamārama', i te 'Tauira'. Ka whakaoti te mokopuna i te tūtohi mā te tuhi i ngā kupu kaupapa ka kitea i ā rātou mahi ako.

Proactively released

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Tūāreere 2: Tau 4-6</b>			
<b>Tauira Reo</b>			
<p><b>Rereāhua</b> Kua pau te kai. Kua oti te mahi.</p> <p><b>Whakakāore</b> Kāore i konei. Kāore anō kia ... Ehara i a ..., Ehara i te ...</p> <p><b>Kupu hono</b> Nā, Tēnā, Kātahi ka,</p> <p><b>Kaimahi whakaputa</b> Māku tēnā e mahi. Nāku koe i āwhina.</p> <p><b>Pūiro</b> tā/tō ā/ō wā/wō ngaa-/ngoo-</p> <p>Arā tā rātou mōkai. Kei hea tō māua waka?</p> <p><b>Pūtohu</b> tonu, rawa, kē, noa</p>	<p><b>Kupu hono</b> Heoi anō, Nō reira, Kātahi anō ... ka ..., Kātahi ka ...</p> <p><b>Tūpou</b> rātou, tātou, koutou</p> <p><b>Reo whakaputa whakaaro</b> Anei te ... Mehemea/mēnā ... Tēnā pea ... E pā ana ki ...</p> <p><b>Pātai</b> Ko te aha ...? Ko tēhea ...? He aha ai ...? He aha i ... ai? He aha i pērā ai ...? Nā te aha i pērā ai?</p> <p><b>Reo whakataurite</b> Ko te mea tino pai rawa atu ... Ko tōku tino hoa ... Rerekē ake tēnei i tēnā. Rite tonu tēnei ki tēnā.</p>	<p><b>Reo whakaputa whakaaro</b> Nā, ki a au nei ... Ki ōku nei whakaaro ... Ki tōku mōhio ... Kia mōhio mai koe ...</p> <p><b>Tikanga kōrero</b> Tēnā koa ... Nā, ... Tēnā, ... Kāti, ...</p> <p><b>Reo tautoko</b> Tika tonu! Āe mārika! Koia! Koinā! Ana! Āe, kei te whakaae/tautoko au. Āe, e whakaae/tautoko ana au.</p> <p><b>Reo whakahē</b> Anei kē ... Hei aha tāu! Engari mō tēnā! Kāore au i te whakaae/tautoko. Kāore au e whakaae/tautoko ana.</p>	<p><b>Reo whakaahua</b> He ... He pōuri rawa te āhua o te pō.</p> <p><b>Reo raupapa</b> ka..., ā, ka ..., ā muri mai ... hei muri i tēra whai muri mai ... Tēnā koa ko te tuatahi ... Kātahi ka whai mai ko ...</p> <p><b>Te whakatangata</b> Ka whakatangata i tētahi mea.</p> <p><b>Time markers</b> I te tīmatanga ... I te mutunga... I ngā wa o mua ... Inatahirā ... I tēra ...</p> <p><b>Reo peha</b> pērā i ... He tangata kaha au pērā i a mea. anō nei ... He tere ki te kauhoe anō nei he aihe au. Ka noho rātou ki te māra a Tāne.</p> <p><b>Te reo tūhono i te take me te pānga</b> nō reira, koinā te take</p> <p><b>Reo tāruarua</b> ataata, hāereere, ringaringa, pakupaku, ririki, nunui, matimati, whakaaroaro ...</p>



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# Te Reo Rangatira Kuputaka

## A

āheinga	capability, opportunity
āhua	form
āhuareka	interest
āhuatanga	characteristic, feature
āhuatanga tuatini o te wetereo	advanced grammar
āhuatanga tuhi	text features
āki	encourage
ako horipū	explicit teaching
ako ngātahi	collaborative learning
ako tautauāmoa	self-directed learning
ako tūhura	discovery learning
akoranga	learning opportunities
angawā	timeframe
arapāho tuihono	online media
aratohu	guideline
ariā waiwai o te reo ā-tā	basic concepts of print
aro	notice
aroā oromutu	phonemic awareness
aroahae	critique, discerning
aropā	peer group
arorau	coherent, logical
arotake	evaluate
arotake aropā	peer evaluation
aroturuki	monitor
aroturuki whaiaro	self-monitoring
aruaru	interrupt
ata	image
ata toka	static image
atataki	vlog
auaha (-tanga)	creative, creativity
aunoa	automatically

## H

hā	intonation, tone
hā o te reo	style
hā whaiaro	personal style of expression
hāngai (o te reo)	appropriate, appropriateness (of language)
hātuhi	writing style
haukume	bias
hautaka	journal
hīkaro	inference
hinengaro tātari	analytical mind
hoahoa	design
horopaki	context
huahuatau	metaphor
huarite	rhyme
huatau	concept
huatau/whakaaro	ideas
huatau matua	key ideas
hunga whakarongo/pānui/mātakitaki	audience
huritao	reflect
huritao takamua	preview

## I

ipāho

podcast

## K

kahaoro

volume

kāhua kaituhi

writer profile

kai tūraru

risk taking

kaimahi whakaputa

actor-emphatic

kaipānui motuhake

independent reader

kaitā pikitia

illustrator

kanorau

diverse

kārawarawa

punctuation

kare ā-roto

emotion

kātū

genre

kaupapa ako ngātahi

collaborative projects

kaupapa ārita

sensitive topic

kī horipū

quote

kīanga

expression, saying

kīanga pūtake

clause/comment of reason

kīhono

conjunction

kīpaki

slang

kīpeha

figurative expressions

kiripuaki

character

kiritōpū

collective (collectivity)

kiritūnei

first person (voice/narrative)

kiritūnā

second person (voice/narrative)

kiritūrā

third person (voice/narrative)

kokenga

progress

kore auau

low frequency

kōrero

narrative, text

kōrero autaki

talk around

kōrero horihori

misinformation

kōrero taikākā

important information

kōrero tene

impromptu speaking

kōrero tīrangorango

jumbled text

kōrero whaiaro

self-talk

kōtuitui

synthesise

kuhi

affix

kūmuri whakahāngū

passive suffix

kūmuri whakaingoa

noun suffix

kūoro

syllable

kūoro pūrua

single consonant-vowel syllables

kūororau

multisyllabic

kupu āhuareka

interest words, near synonym

kupu āhukahuka

sight word

kupu auau

high frequency words

kupu kakare

emotive word

kupu kaupapa

subject-related word

kupu kiko

content word

kupu motuhake

specialised vocabulary

kupu pūhui

compound word

kupu tauaro

antonym

kupu taurite

synonym

kupu tuatini

complex word

kupu waiwai

basic vocabulary

kupu whakamōmona

hyperbole

kupu whakarite

simile

## M

mahi ngātahi

collaboration

māia

confidence

**manawataki**  
**matapaki**  
**matapakinga**  
**matapōkere (tia)**  
**matawhānui**  
**matawhawhati**  
**matihiko**  
**mauminamina**  
**mōhio**  
**momo reo**

rhythm  
discuss  
discussion  
randomly  
comprehensive  
unexpected  
digital  
receptive  
recognise  
register, text type

**N**  
**nuka reo**  
**nuka whakanahanaha**

language device  
organisational device

**NG**  
**ngākau aroha**  
**ngākau whakaute**  
**ngaku**  
**ngohe**

empathy  
respect  
strip (of paper)  
activities

**O**  
**ohia manomano**  
**oro**  
**oro arapū ā-tā**  
**orokati**  
**orokati pūrua**  
**orokati tārua**  
**oromotu**  
**oropuare**  
**oropuare pūrua**  
**oropuare tārua**  
**ororite**  
**orotuhi**

brainstorm  
pitch, sound  
alphabetic principle  
consonant  
digraph  
alliteration  
phoneme  
vowel  
vowel blend  
assonance  
onomatopoeia  
grapheme

**P**  
**pae tuihono**  
**paearu**  
**pāhekoheko**  
**paki, pakiwaitara**  
**pākiki**  
**pakini**  
**pānui anō**  
**pānui whakatika**  
**pāpāho**  
**paparanga tikanga**  
**paparua (tanga)**  
**pāpātanga**  
**parahau**  
**pārekareka**  
**pārongo ataata**  
**pārongo hauarea**  
**pārongo mātuatua**  
**pārongo, kōrero**  
**pātai turuki**  
**pātai tuwhera**  
**pepa hāpiapia**  
**Pikinare**  
**pikitia ataata**  
**piko**  
**pohewa**

online platform  
criteria  
interact  
story  
curious  
apostrophe  
re-reading  
proof-reading  
media  
layers of meaning  
restate  
impact  
justify  
interesting  
visual information  
irrelevant information  
key information  
information  
follow-up question  
open-ended question  
post-it note  
Pictionary  
visual picture  
comma  
imagination

<b>pono</b>	reliable, reliability
<b>pū</b>	letter
<b>pūāhua</b>	situation
<b>pūkenga nukuiti</b>	fine motor skills
<b>pūkenga pāhekoheko</b>	interpersonal (communication) skill
<b>pūkenga pāpori</b>	social skills
<b>pūkenga whakawhiti kōrero</b>	communicating skills
<b>puku</b>	body (of a text)
<b>pūmanawa</b>	ability
<b>pūmanawa patokupu</b>	word processing application
<b>pūmatua</b>	upper-case letter
<b>pūriki</b>	lower-case letter
<b>pūriro/pūpānga</b>	possessive particle
<b>pūrua</b>	double vowel
<b>pūtake/take o te kōrero</b>	purpose (of communicating)
<b>pūtakenga whakawhitiwhiti kōrero</b>	text purposes
<b>pūtohu</b>	modifier

**R**

<b>ranga wairua</b>	inspiration
<b>rārangi puna kōrero</b>	bibliography
<b>rātaka</b>	diary
<b>raupapa</b>	sequence
<b>rautaki</b>	strategies
<b>rawa ōkiko</b>	concrete object
<b>raweke</b>	manipulate
<b>reo ā-iwi</b>	dialect
<b>reo ā-tuhi</b>	written word
<b>reo ihiihi</b>	expressive language
<b>reo kakare</b>	emotive language
<b>reo o te ngākau</b>	empathetic language
<b>reo ōpaki</b>	informal language
<b>reo peha</b>	figurative language
<b>reo pohewa</b>	imagery
<b>reo tinana</b>	body language
<b>reo tohu</b>	symbolism
<b>reo whakaahua</b>	descriptive language
<b>rereāhua</b>	descriptive sentence
<b>rereingoa</b>	nominal sentence
<b>rerekaimahi</b>	actor emphatic sentence
<b>reremahi</b>	verbal sentence
<b>reremahi āhua</b>	stative sentence
<b>rerenga</b>	sentence
<b>rerenga tuatini</b>	complex sentences
<b>rerepānga</b>	possessive sentence
<b>rerepūhui</b>	compound sentence
<b>reretūpono</b>	conditional sentence
<b>ringatoi</b>	artist
<b>ritenga</b>	manners
<b>rōnaki</b>	clines (game)
<b>Rūnanga Kura</b>	Board of Trustees

**T**

<b>tāhū o te paki</b>	storyline
<b>taipitopito</b>	detail
<b>takatā</b>	edit
<b>takawaenga</b>	facilitator
<b>taki</b>	recount
<b>takirua</b>	retell
<b>tāmuramura</b>	highlight

<b>tāruarua</b>	repetition
<b>tātaitanga whakaahua</b>	graphic organiser
<b>tātaki kupu</b>	spell
<b>tātari</b>	analyse
<b>tātari arohaehae</b>	critically analyse/evaluate
<b>tātauirā</b>	template
<b>taumata</b>	degrees
<b>tautohe</b>	controversial
<b>tautohe/tautohetohe</b>	argument
<b>tautohu</b>	identify
<b>tāuutuutu</b>	take turns
<b>tāwhai (-tanga)</b>	imitate
<b>te reo tūhono i te take me te pānga</b>	conjunction (of reason)
<b>tīaroaro</b>	alignment (of text)
<b>tikanga tuhi</b>	orthographic convention
<b>tikanga whakaaro</b>	thinking tool
<b>tīmatanga mahi</b>	stimulus
<b>tīrangorango</b>	mix
<b>tīwae</b>	column
<b>tīwhiri horopaki</b>	contextual clues
<b>tohu ā-tinana</b>	body cue
<b>tohu kī</b>	quote mark
<b>tohuoho</b>	exclamation mark
<b>tohotohu</b>	instruct
<b>tohoto</b>	reference
<b>toikupu</b>	poetry
<b>topenga ataata</b>	video clip
<b>tūāhua</b>	adjective
<b>tūāhuatanga</b>	scenario
<b>tuakiri</b>	identity
<b>tūāpapa o te reo</b>	basics of language
<b>tuhi tīpoka</b>	note taking
<b>tuhinga paki</b>	narrative text
<b>tūhonohono</b>	cohesive
<b>tūhura</b>	explore
<b>tūingoa</b>	noun
<b>tūkē</b>	adverb
<b>tukutuku</b>	grid
<b>tūmahī ingoa</b>	gerund, derived noun
<b>tūoho</b>	awareness
<b>tūoho whaiaro</b>	self-awareness
<b>tuone</b>	gesture
<b>tūpou</b>	pronoun
<b>tute</b>	prompt
<b>tūtohi</b>	chart
<b>tūtohi whakauru</b>	substitution table
<b>U</b>	
<b>uhingaro</b>	code
<b>urupare</b>	respond, response
<b>W</b>	
<b>waehanga</b>	component
<b>waihanga</b>	constructing
<b>waihanga o te kiripuaki</b>	characterisation
<b>waiwai</b>	basic
<b>wairua tōkeke</b>	diplomatic/equity
<b>wāmahi</b>	tense
<b>wehewehe</b>	differentiate/distinguish
<b>weteoro</b>	decode
<b>wetereo</b>	grammar

**WH**

<b>whai wāhi</b>	engage
<b>whai wāhi hihiri</b>	active participation
<b>whaiaro</b>	personal
<b>whakaahua</b>	description, illustration
<b>whakaahua ā-hinengaro</b>	imaging
<b>whakaahua; whakaahua ā-kupu</b>	describe
<b>whakaahuahanga</b>	representation
<b>whakaari</b>	act, play (drama)
<b>whakaari taketake</b>	original story
<b>whakaaro ā-waha</b>	think aloud
<b>whakaaro arohaehae</b>	critical thinking
<b>whakaaroaro; whai whakaaro</b>	consider
<b>whakaatu</b>	demonstrate, depict
<b>whakaawhiwhitanga</b>	approximation
<b>whakahangahanga</b>	diplomatic
<b>whakahāngai</b>	adapt, make relevant
<b>whakaharatau</b>	practice
<b>whakahoa</b>	relate (to a character)
<b>whakahokinga whaihua</b>	constructive feedback
<b>whakahua</b>	enunciate, pronunciation
<b>whakakapi</b>	replace
<b>whakakapinga</b>	conclusion
<b>whakamāori</b>	interpret
<b>whakamārama</b>	explain
<b>whakamaumahara</b>	memorise
<b>whakaōrite</b>	consistent, consistently
<b>whakapai ake</b>	refine
<b>whakapalepake</b>	convince
<b>whakapapa reo</b>	language profile
<b>whakapoto</b>	concise, concisely
<b>whakapūaho</b>	caption
<b>whakapuakanga</b>	expression, phrasing
<b>whakapuaki</b>	express
<b>whakapuaki anō</b>	paraphrase, rephrase
<b>whakapūmau</b>	confirming
<b>whakaputa</b>	communicate (ideas)
<b>whakarāpopoto</b>	summarise
<b>whakari ngū</b>	mime
<b>whakarongo pīkari</b>	active listening
<b>whakatairite</b>	compare
<b>whakatakune</b>	charades
<b>whakatau</b>	role play
<b>whakatauaro</b>	contrast
<b>whakatauirā</b>	model
<b>whakatauiratanga mataaho</b>	explicit modelling
<b>whakatautau</b>	dramatisation
<b>whakatika</b>	recite
<b>whakatika aropā</b>	peer correction
<b>whakatika whaiaro</b>	self-correct
<b>whakaū</b>	affirm
<b>whakauru</b>	substitution
<b>whakawhānui</b>	expanding
<b>whakawhānui/whakawhanake</b>	develop
<b>whakawhere</b>	persuasive
<b>whakawhiti</b>	transition
<b>whakawhiti kōrero</b>	communicate (text)
<b>whakawhiti whakaaro</b>	negotiate
<b>whakawhitinga kōrero</b>	dialogue
<b>whētui</b>	fold





Te Tāhuhu o  
te Mātauranga  
Ministry of Education



Te Poutāhū  
Curriculum Centre

Wāhanga Ako

# Te Reo Rangatira

Proactively released

### Direction for school boards about requirements

Kura and schools must give effect to Te Reo Rangatira Wāhanga Ako years 0-6

*Te Reo Rangatira Wāhanga Ako Years 0-6* is published by the Minister of Education, Hon Erica Stanford, under section 90(1) of the Education and Training Act 2020 as a foundation curriculum policy statement and a national curriculum statement.

The sections which are made as national curriculum statements are Whenu, Toi Mokopuna and Tohu Ako (excluding Mā te Kaiako). These set out what students are expected to learn over their time at school, including the desirable levels of knowledge, understanding, and skill to be achieved.

The rest (including Mā te Kaiako within the Tohu Ako section) is made as foundation curriculum policy statements. These set out expectations for teaching, learning and aromatawai that underpin the national curriculum statements and give direction for effective Te Reo Rangatira (including te reo matatini/pānui and tuhituhi) teaching and learning programmes.

The statements come into force on **1 January 2025** and replace the 2010 Te Reo Māori national curriculum statement (wāhanga ako) **for students in years 0-6**. Other existing national curriculum statements for *Te Marautanga o Aotearoa (2010)* remain in place.<sup>1</sup>

These are the statements of official policy in relation to the teaching of Te Reo Rangatira (including te reo matatini) that give direction to each school's curriculum and aromatawai responsibilities (section 127 of the Education and Training Act 2020) (the Act), teaching and learning programme (section 164 of the Act), and monitoring and reporting of student performance (section 165 of the Act and associated Regulations). As required under these sections of the Act, school boards must make sure that their school's principal and staff develop and implement teaching and learning programmes that give effect to these statements.

### What is required?

Kura and schools must be able to demonstrate that they have used these statements when planning what and how to teach Te Reo Rangatira for students in years 0-6. This includes teachers:

- using the year-by-year teaching sequence in Tohu Ako to inform what to teach and when, based on their students' prior learning
- including all the pedagogical guidance and teaching strategies, including Mā te Kaiako and Te Roanga o te Kōrero for kaiako in their teaching practice

- using aromatawai to ascertain their students' progress and achievement for Te Reo Rangatira based on the Tohu Ako progress outcomes.

Teachers should continue to use their professional judgement to adapt their teaching and learning programmes to their students' needs - which may mean that some students learn at a different part of the teaching sequence than their year level. If students need extension beyond year 6 for the Te Reo Rangatira wāhanga ako, teachers should use the Curriculum Levels 4 and above in the 2010 Te Reo Māori national curriculum statement (wāhanga ako).

### Pānui, tuhituhi, and pāngarau teaching time requirements

The teaching and learning of pānui, tuhituhi, and pāngarau is a priority for all schools. So that all students are getting sufficient teaching and learning time for pānui, tuhituhi, and pāngarau, each school board with students in years 0 to 8 must, through its principal and staff, structure their teaching and learning programmes and/or timetables for delivering the National Curriculum Statements, including this one, to provide:

- 10 hours per week of teaching and learning focussed on supporting their progress and achievement in pānui and tuhituhi in a typical school week, recognising the important contribution oral language development makes, particularly in the early phases of learning.
- 5 hours per week of teaching and learning focussed on supporting their progress and achievement in pāngarau in a typical school week.

Where pānui, tuhituhi, and/or pāngarau teaching and learning time is occurring within the context of National Curriculum Statements other than Te Reo Rangatira (years 0-6) or Te Reo Māori (curriculum level 4 up) or pāngarau, progression of students' pānui, tuhituhi, and/or pāngarau dispositions, knowledge and skills at the appropriate level must be explicitly and intentionally planned for and attended to.

While the terms pānui and tuhituhi are used, these expectations are inclusive of alternative methods of communication, including New Zealand Sign Language, augmentative and alternative communication (AAC) and Braille.

<sup>1</sup> <https://gazette.govt.nz/notice/id/2009-go8814>

<sup>2</sup> <https://gazette.govt.nz/notice/id/2023-go5904>

Essence Statement  
**Te Reo Rangatira**





E whakanohoia ai te tīrewa  
e whakairia ai ngā wheako  
o tōu ao ... Ko te tīrewa ko te reo.

[Te Wharehuia Milroy (2012). Waka Huia. [https://www.youtube.com/watch?v=5r\\_PXgM9jHY&t=457s](https://www.youtube.com/watch?v=5r_PXgM9jHY&t=457s) (7:35)]

**Māori language is the means by which mokopuna are able to think about and make sense of what they experience in their lives.**

## Purpose

At the centre of Te Reo Rangatira is the critical link between the many aspects of language that enable a mokopuna to participate effectively in their world as representatives of their whānau, hapū, and iwi. This includes providing the critical foundation of literacy needed to move successfully into higher education and the workforce.

Māori language enables mokopuna uniqueness and origins – linguistic, personal, cultural, or practical – to be exhibited and acknowledged. Promoting and developing their uniqueness and identity enables them to be successful in their lives. Language is the expression of who a person is – their thinking, their identity, their essence. Moreover, each mokopuna has their own language, as does their iwi and the iwi of the local area. Kaiako have a role to play in promoting the language of the mokopuna and their iwi, as well as the local dialect. Hence, mokopuna need to be competent learners of language, and kaiako need to be competent teachers of language.

Te Reo Rangatira identifies the dispositions, skills, and knowledge that support mokopuna to express who they are and to be successful and effective communicators, learners, and inquirers of ideas, opinions, and understandings.

## Perspectives

Te Reo Rangatira views the teaching and learning of Māori language in the following ways:



### Whakapapa

Māori language is intergenerational.



### Tūrangawaewae

Māori language is place-based, it is from and of this land.



### Mana Motuhake

Iwi proudly preserve and guide the development of their own dialects.



### Kaitiakitanga

Māori language is a taonga, we have a responsibility to care for and sustain it.



### Whanaungatanga

Māori language is relational, through language we connect with others.

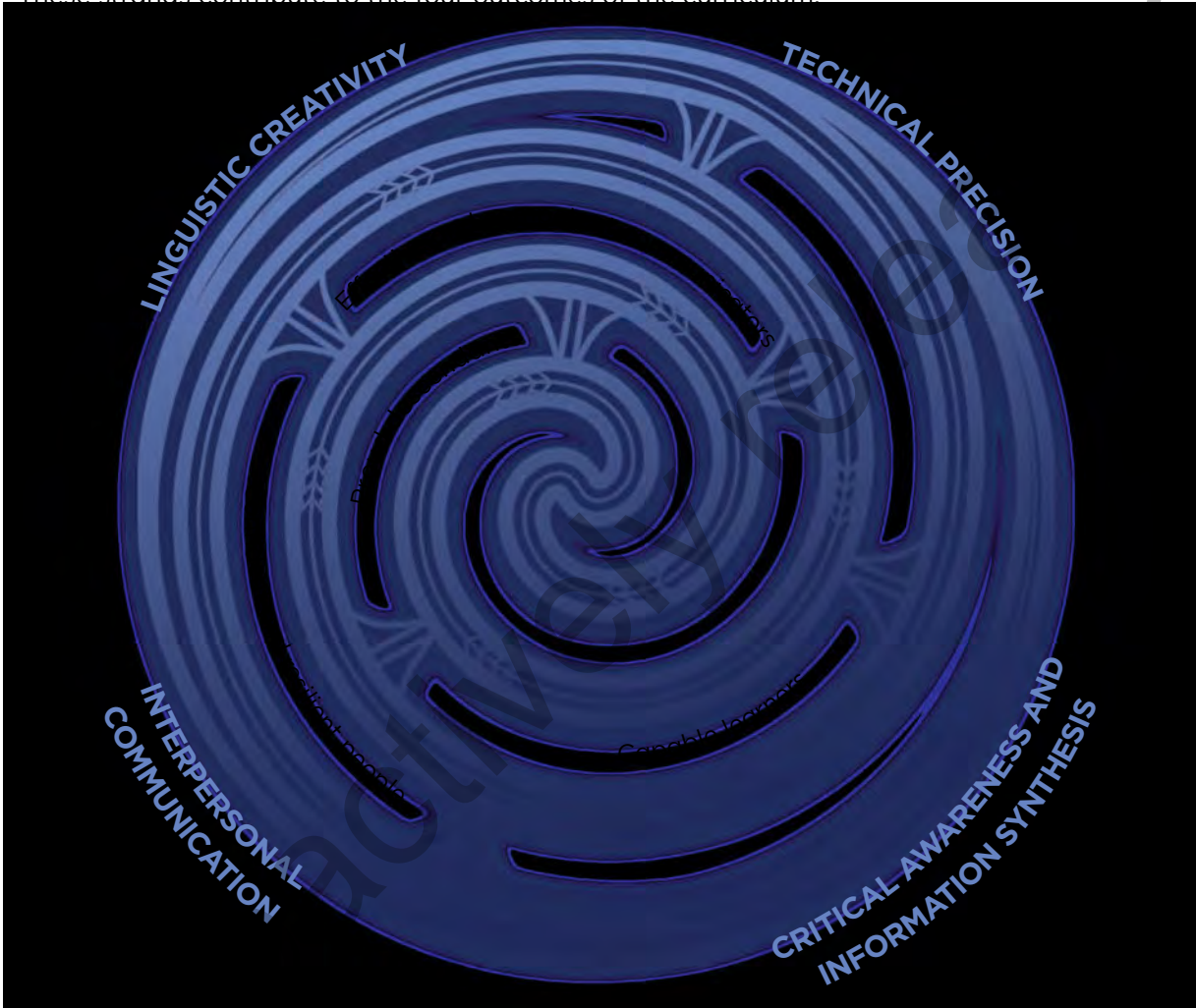
# Structure

## Strands

**Te Reo Rangatira has four strands:**

- Technical precision | Kia Tika
- Critical awareness and information synthesis | Kia Mārama
- Interpersonal communication | Kia Arero Taiaha
- Linguistic creativity | Kia Auaha

These strands contribute to the four outcomes of the curriculum.



## Toi Mokopuna

*Toi Mokopuna* describe the dispositions and attributes of mokopuna who have been formally learning Te Reo Rangatira for 13 years. They reflect the aspirations of whānau, hapū, and iwi; the desired outcomes of Te Reo Rangatira; and the rationale for each strand. The dispositions remain the focus of learning across the phases and provide clarity for kaiako and mokopuna about the purpose of the knowledge, skills, understandings, and learning experiences embedded in each strand.

Strands	Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Toi Mokopuna</b>	Mokopuna care about saying things correctly.	Mokopuna are critical thinkers.	Mokopuna are thoughtful about how they express their ideas.	Mokopuna use language effectively, creatively, and in a Māori way.

## A progression of language learning

Te Reo Rangatira shows a progression of language development across five phases from Year 0 to Year 13.

At each phase there are four key objectives, one per Toi Mokopuna. Key objectives signal the most significant learning required at a particular phase.

Across the phases, from Phase 1 to Phase 5, the key objectives identify the progression of language development expected over 13 years.

However, learning is individual, and each mokopuna learns at their own pace and in their own way. Therefore, it is important that kaiako are familiar with not only the year they teach but also the focus of learning in years before and ahead. This is one of the advantages of a phase spanning multiple years – kaiako can easily see the focus of learning in the previous years and/or in the years ahead. This also reflects the reality of multi-level classrooms where mokopuna are at multiple stages of learning.

*While the phases outline a progression of language development, developmentally and experientially, individual mokopuna are at different stages and progress at different rates. Teaching must be responsive to the readiness of each mokopuna and to the way in which learning happens (cf Science of learning<sup>1</sup>) to ensure achievement and progress.*

## Key objectives

At each phase, four key objectives are identified:

	Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
	<b>Learning Focuses On:</b>			
<b>Phase 1 (Years 1-3)</b>	accurately understanding and using basic vocabulary and sentence structures.	developing basic comprehension skills and strategies.	developing basic interpersonal communication skills.	discovering ways to express their thoughts and imagination.
<b>Phase 2 (Years 4-6)</b>	accurately understanding and using a range of vocabulary and sentence structures.	interpreting a range of oral, written, and visual texts.	using basic interpersonal communication skills effectively.	using descriptive and figurative language.
<b>Phase 3 (Years 7-8)</b>	accurately understanding and using an expanding range of vocabulary and sentence structures.	identifying form and purpose across a range of oral, written, and visual texts.	communicating purposefully.	using descriptive and figurative language purposefully.
<b>Phase 4 (Years 9-10)</b>	accurately understanding and using a range of subject-specific vocabulary and complex sentences.	analysing oral, written, and visual texts.	communicating appropriately.	analysing and using language creatively.
<b>Phase 5 (Years 11-13)</b>	accurately understanding and using an expanding range of specialised vocabulary and complex sentence structures.	synthesising and critically analysing information.	communicating diplomatically and empathetically.	being innovative with language.

<sup>1</sup> Johnston, M., Hood, N., Aitken, G. (2024). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

## Unpacking the key objectives

Te Reo Rangatira carefully explains each objective. Each of the key objectives is broken down in terms of what needs to be taught at each year level within a phase.

What needs to be taught in Year 1 has been described in two sections – the first six months and the second six months. This is intended to support the transition of mokopuna into kura from early learning.

Language learning is an ongoing, cyclical process with varying degrees of progress being made at different times. Mokopuna need repeated practice at new skills in order to become competent. Therefore, all significant learning is developing through each phase. However, kaiako need to explicitly focus on the skills, knowledge, and understandings, signalled at a specific year.

Where there is a critical point of learning that kaiako must be aware of, this is stated in **Kia Mataara**. All kaiako should pay specific attention to these statements as they can affect the future learning and achievement of mokopuna.

**Te Ngako o te Whāinga** (In a Nutshell) provides a summary of the key learning in relation to the key objective. This is the first layer of unpacking a key objective. In this section, the teaching and learning is described in year levels so that it is clear what the focus is each year.

The full detail of an objective is unpacked in **Te Roanga o te Kōrero** (Full Explanation). The finer aspects to be learnt and the teaching required is explained in this section. The section is specific, but it applies to the phase to more accurately reflect the reality of teaching and learning where mokopuna learn at different rates.

Te Roanga o te Kōrero starts with a general description of the mokopuna as a learner and what should be expected during this phase, as well as what kaiako need to consider in terms of mokopuna language development.

Specific unpacking is defined in terms of four key elements: strategies and skills, knowledge, language, and identity. This signals the breadth of learning embedded in a key objective and what needs to be taught. Referred to as **Ngā Tini Mata o te Whakaako** (the many aspects of teaching and learning), these elements reflect the key pedagogical ideas of Te Marautanga o Aotearoa – that all kaiako are teachers of learning, of language, and of mokopuna.

In the section **Hei Tautoko i te Ako** (Supporting teaching and learning), the pedagogical considerations are explained including suggested teaching strategies, exemplar language and related resources.

## Diversity in Language Learning

Recognising the diverse learning styles of all mokopuna is critical for knowing how to facilitate their language learning. Start by speaking with whānau to identify and understand mokopuna unique strengths and challenges and what works for them. Use Te Ngako o te Whāinga as the basis for a discussion on their priorities for language development.

Become knowledgeable about strategies that work for neurodiverse and physically diverse mokopuna and what these look like in a language learning context.

During language lessons engage all mokopuna by:

### Being consistent

- having a consistent structure so mokopuna know what to expect
- maintaining momentum and flow through the lesson
- name the strategies you use so mokopuna know what to do each time.

### Focusing on communication

- speak clearly, and succinctly – give short instructions
- ensure mokopuna do most of the talking – teacher focuses on communication.

### Fostering active participation

- engage mokopuna with communicative tasks and strategies that are fun
- encourage mokopuna to use whatever and all language they know to complete language-learning tasks
- encourage collaboration among mokopuna
- encourage and celebrate “having a go” with using new language.

### Promoting learning

- use a range of specific language teaching methods appropriate to mokopuna year level, sequence, and stage of learning to identify what works for each mokopuna
- provide scaffolded support for mokopuna who have diverse learning needs
- start with what mokopuna already know as the basis for learning new language
- use familiar contexts and strategies when introducing new language
- teach mokopuna strategies for learning new words and language
- utilise visual, auditory, and tactile methods to engage different learning styles
- include regular time for reflection to help mokopuna identify the strategies that work for them and questions they may have
- foster an inclusive classroom environment that values all learning differences.

## Rangaranga Reo ā-Tā

Rangaranga Reo ā-Tā is the pedagogical approach used for teaching pānui and tuhituhi. The approach draws on cognitive neuroscience (specifically how the brain processes language), linguistics, and language acquisition theory and practice to teach pānui and tuhituhi in an explicit, systematic, and cumulative way.

Language is presented and learnt in small chunks (e.g., as phonemes and graphemes) that are revisited regularly. Doing so builds up mokopuna knowledge, memory, and competence to write and read a growing range of material.

Rangaranga Reo ā-Tā has six components:

1. Phonological and Phonemic Awareness
2. Alphabetic Principle
3. Syllables and Word Recognition
4. Morphology
5. Syntax
6. Semantics.

Each component outlines:

- scope – what needs to be taught
- sequence – the order in which it should be taught
- pace – when it should be taught.

Aspects of these components can be seen in the whenu of Te Reo Rangatira.

## Monitoring and Assessment

National assessment practices and qualifications data provide a view of te reo Māori literacy achievement across Years 0-13.

In kura, aromatawai practices are also used to track and monitor individual mokopuna progress, enabling kaiako to celebrate the achievements of each mokopuna. By setting clear priorities and specific goals, kaiako can better understand and support the growth of every mokopuna.

The information gathered through aromatawai practices should inform kura, kaiako, and whānau about the effectiveness of the language programme. It should also give mokopuna and kaiako a clear understanding of what has been achieved and the progress made.

### Ako is the foundation of aromatawai

In general, monitoring and measuring language development should not “look” any different to language learning. The difference is in what, and how, the kaiako notices what mokopuna are doing. Active observation is a key strategy for monitoring progress:

1. Pay close attention to what the mokopuna is doing or communicating – observe, listen, notice, reflect.
2. Recognise specific knowledge, skills, attitudes, and behaviours the mokopuna is demonstrating.
3. Reflect and think carefully about what the mokopuna can do and how to build on from that.

### Aromatawai is mana-enhancing

Language assessment and monitoring should focus on identifying the language knowledge, skills and dispositions that a mokopuna has mastered in order to know how effective the teaching has been and what the next steps should be.

In order to acknowledge the full breadth and diversity of learning, kaiako and kura gather evidence of progress across all whenu and areas of Te Reo Rangatira including:

- language knowledge (ngā tini mata o te reo, ngā tini mata o te mātauranga),
- language skills (ngā tini mata o te ako)
- language dispositions (ngā tini mata o te tuakiri).

### Aromatawai is evidence-based

Kaiako and kura are responsible for the judgements they make about mokopuna and their language development. For this reason, it is essential that kaiako, kura, whānau, and mokopuna all have confidence in the evidence used to support these decisions. To ensure that judgements about language learning are both reliable and valid, a combination of tangible and intangible processes are used.

Tangible processes include learning interactions, formal assessments, and informal assessments. Intangible processes involve more nuanced approaches, such as using senses and deeply understanding the mokopuna as an individual – their needs, strengths, challenges, and dispositions.



Tūārere 1  
Years 0-3

Tūārere 2  
Years 4-6

Tūārere 3  
Years 7-8

Tūārere 4  
Years 9-10

Tūārere 5  
Years 11-13



# Tūārere 1 Years 0-3



Whenu			
Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Toi Mokopuna</b>			
Mokopuna care about saying things correctly.	Mokopuna are critical thinkers.	Mokopuna are thoughtful about how they express their ideas.	Mokopuna use language effectively, creatively, and in a Māori way.
<b>Tohu Ako: Phase 1: Years 0-3</b>			
<b>Whāinga</b>			
<b>Mokopuna learning focuses on</b> accurately understanding and using basic vocabulary and sentence structures.	<b>Mokopuna learning focuses on</b> developing basic comprehension skills and strategies.	<b>Mokopuna learning focuses on</b> developing basic interpersonal communication skills.	<b>Mokopuna learning focuses on</b> discovering ways to express their thoughts and imagination.
<b>Kia Mataara</b>			
<p><b>By the end of six months at kura,</b> mokopuna need to be able to distinguish the sounds (phonemes) of te reo Māori.</p> <p><b>By the end of one year at kura,</b> mokopuna need to be able to correctly match sounds (phonemes) to letters (graphemes) in reading and letters to sounds in writing.</p> <p><b>By the end of two years at kura,</b> mokopuna need to have a clear understanding of the relationship between sounds and letters. They should be able to:</p> <ul style="list-style-type: none"> <li>• decode with some accuracy, recognising letters and simple symbols, and building a personal bank of high frequency words</li> <li>• match most written words to the spoken words when reading.</li> </ul> <p><b>By the end of 3 years at kura,</b> mokopuna should be:</p> <ul style="list-style-type: none"> <li>• speaking in full sentences</li> <li>• handwriting legibly</li> <li>• noticing word parts and how words work together in patterns.</li> </ul>	<p><b>By the end of two years at kura,</b> mokopuna need to be able to ask and respond to simple questions.</p> <p><b>By the end of 3 years at kura,</b> mokopuna should be able to:</p> <ul style="list-style-type: none"> <li>• identify the parts of words (base, prefix, suffix) they are reading</li> <li>• identify and name word types (verb, noun, adjective).</li> </ul>		<p><b>By the end of 3 years at kura,</b> mokopuna should be able to tell a simple story, recount an experience, and retell a local story.</p>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 1: Years 0–3</b>			
<b>Te Ngako o te Whāinga</b>			
<b>Mā Te Kaiako</b>			
<p><b>Year 1</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>distinguish sounds of te reo Māori by teaching in the following order:               <ul style="list-style-type: none"> <li>short and long vowels</li> <li>consonants and digraphs</li> <li>vowel digraphs</li> </ul> </li> <li>match sounds to letters and letters to sounds</li> <li>understand that letters form words and words form sentences</li> <li>develop a basic vocabulary</li> <li>spell simple words</li> <li>use simple sentence structures</li> <li>use simple symbols to represent ideas</li> <li>use simple punctuation</li> <li>recognise and understand basic concepts of print.</li> </ul> <p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>read and write syllables</li> <li>identify and write words that share similar spelling patterns</li> <li>immediately recognise high frequency (sight) words in reading</li> <li>identify word classes</li> <li>use simple punctuation</li> <li>use tenses.</li> </ul> <p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>identify and use common prefixes</li> <li>understand how words work together in patterns</li> <li>read an increasing number of high frequency words automatically</li> <li>use known spelling patterns, and sound sequencing of syllables to write new words</li> <li>follow simple grammatical rules including possessive sentence structures</li> <li>give instructions and make requests</li> <li>explain the function of simple punctuation.</li> </ul>	<p><b>Year 1</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>respond to what they read, see, hear, and feel</li> <li>use basic comprehension strategies to support meaning-making of words and text</li> <li>share or write a simple idea.</li> </ul> <p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use comprehension and learning strategies to make meaning of what they see, hear, and read</li> <li>talk about main themes when preparing to write.</li> </ul> <p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>identify parts of a word</li> <li>recognise simple word types</li> <li>use and talk about the cues and strategies they use to check and clarify meaning</li> <li>understand the purposes for communicating.</li> </ul>	<p><b>Year 1</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use basic manners and appropriate greetings</li> <li>express their emotions, needs, and experiences</li> <li>moderate their voice.</li> </ul> <p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use appropriate tone, intonation, volume, and speed</li> <li>notice visual cues.</li> </ul> <p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>acknowledge others' views</li> <li>share their views on something they have heard or read (text)</li> <li>differentiate formal and informal language</li> <li>recognise some dialectal differences.</li> </ul>	<p><b>Year 1</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>play with sounds and words</li> <li>express themselves during discovery learning activities</li> <li>perform waiata, haka, and karakia</li> <li>follow writing models provided.</li> </ul> <p><b>Year 2</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>play with language</li> <li>describe what they see and think</li> <li>retell and interpret stories.</li> </ul> <p><b>Year 3</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>describe characteristics of things</li> <li>recount events, and sequences of events, and describe characters (in narratives).</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 1: Years 0-3</b>			

### Te Ngako o te Whāinga

#### Mā Te Mokopuna

<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>the sounds of the Māori language</li> <li>the Māori alphabet</li> <li>lots of new words</li> <li>what some symbols mean</li> <li>to say sentences correctly</li> <li>to read words correctly</li> <li>to write sentences and spell correctly</li> <li>to talk so others can understand me.</li> </ul>	<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>how to ask questions</li> <li>to give instructions</li> <li>how to work out what might happen next in a story</li> <li>to describe things in a story like the people, where it is, and what is happening</li> <li>to explain what I am doing and why.</li> </ul>	<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>to mihi to others</li> <li>to use my manners</li> <li>to say how I feel</li> <li>to listen carefully to others</li> <li>to take turns when talking</li> <li>to understand body language</li> <li>to think about who I am talking to</li> <li>that people speak in different ways.</li> </ul>	<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>to talk about, draw, or show, what I am feeling, seeing, hearing, and reading</li> <li>to talk about what I am doing when I am playing</li> <li>to describe what things look like or feel like</li> <li>to make up words and sounds</li> <li>to create and write stories</li> <li>to tell and act out stories I have heard.</li> </ul>
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#### Te Roanga o te Kōrero

<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna enjoy learning the basics of language – sounds, words, grammar, and syntax.</p> <p>They may speak in short phrases, sometimes in single words, to communicate in their first two years at kura.</p> <p>They are learning to read and write. Understanding the relationship between letters and sounds for decoding is critical and is the foundation for producing and understanding language accurately.</p> <p>They are developing the finer motor skills needed for writing, to form upper- and lower-case letters, and size and space letters consistently. They are attempting to correct high frequency words when they are made aware of an error.</p> <p>Support mokopuna to increasingly use language associated with learning in a school/kura context.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna are learning to make sense of and communicate what they feel, hear, read, observe, and understand. This is the foundation for analysing and critiquing information.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna confidence in conversing with others is growing. They are building their social and communication skills (including respect and empathy) to support positive relationships with others. This is the foundation for appropriate and effective communication in later years.</p>	<p><b>Characteristics of Mokopuna</b></p> <p>Mokopuna grow their language competence and confidence through discovery learning and imagination. Encourage them to use their language creatively to express what they are seeing, imagining, and experiencing. This is the foundation for using language creatively and effectively in later years.</p>
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Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako Phase 1: Years 0–3			
Te Roanga o Te Kōrero			
<p><b>Language learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>	<p><b>Language learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>	<p><b>Language learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>	<p><b>Language learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>
<p><b>Year 1</b> <b>During the first 6 months,</b> in oral, written, and visual language, mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>distinguish sounds (e.g., short and long vowels (a, ā, e, ē, i, ī, o, ō, u, ū), consonants (h, k, m, n, p, r, t, w), digraphs (e.g., ng, wh, au, ae))</li> <li>pronounce words correctly</li> <li>use simple (nominal, verbal and adjectival) sentence structures e.g., Ko _____ tōku ingoa. E rima ōku tau. Kei te ngenge ahau.</li> <li>use simple symbols to represent ideas (e.g., a koru to represent whānau, attempts at letters to represent words)</li> <li>identify sight words (e.g., their name, days of the week)</li> <li>recognise and use simple conventions of print e.g., directionality (reading and writing from left to right).</li> </ul>	<p><b>Year 1</b> <b>During the first 6 months</b> mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>ask simple questions</li> <li>produce simple sentences</li> <li>respond to what they read, see, hear, and feel</li> <li>use basic comprehension strategies when reading, viewing, and listening to support meaning-making of words and text (see Learning Strategies)</li> <li>share or write a simple idea</li> <li>follow spoken and written instructions.</li> </ul>	<p><b>Year 1</b> <b>During the first 6 months,</b> mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>acknowledge others</li> <li>use basic manners</li> <li>use and understand basic body cues.</li> </ul>	<p><b>Year 1</b> <b>During the first 6 months,</b> mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>play with sounds and words</li> <li>use expressive and descriptive language</li> <li>express themselves during discovery learning activities</li> <li>imitate the intonation patterns of the kaiako</li> <li>recite rhymes, jingles, and karakia</li> <li>use their own writing code to express their ideas.</li> </ul>
<p><b>From 6 months to 1 year,</b> mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>extend their vocabulary to include descriptive and emotive words and phrases (e.g., Kei te pōuri a Pepe)</li> <li>use basic sentence structures e.g., I mātakitaki au i te kēmu.</li> <li>use pictures, digital media and other visual resources to stimulate ideas to talk and write about</li> <li>understand that letters form words and words form sentences</li> <li>spell simple words (au, te, ngā) and attempt to spell others using their knowledge of letters and sounds</li> <li>use the language of books (e.g., title, author, page)</li> <li>identify and use simple punctuation (e.g., full stops, commas) and writing conventions such as spaces between words.</li> </ul>	<p><b>From 6 months to 1 year,</b> also support mokopuna to:</p> <ul style="list-style-type: none"> <li>talk about what they read, create, see, hear, and feel</li> <li>use comprehension strategies to support meaning-making</li> <li>have an idea of what they want to write about before they write it.</li> </ul>	<p><b>From 6 months to 1 year,</b> also support mokopuna to:</p> <ul style="list-style-type: none"> <li>adapt and moderate their voice (tone, volume, speed)</li> <li>communicate simple ideas, feelings, and needs clearly.</li> </ul>	<p><b>From 6 months to 1 year,</b> also support mokopuna to:</p> <ul style="list-style-type: none"> <li>use oral and body language to express their thoughts, feelings, and needs</li> <li>use waiata and haka to express themselves</li> <li>explore, draw, and create stories using their imagination</li> <li>use the writing of the kaiako as a model to create their own texts.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako		Phase 1: Years 0-3	
Te Roanga o Te Kōrero			
<p><b>Language learning Year 2</b></p> <p>In oral, written, and visual language, mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• identify and write single consonant-single vowel syllables (e.g., ha, he, hi)</li> <li>• segment words into syllables to help read and write them correctly (e.g., hae-re)</li> <li>• identify and write words that share similar spelling patterns (e.g., te/me/he, hau/mau/tau/pau/rau/kau)</li> <li>• immediately recognise high frequency (sight) words (e.g., ahau, Māmā)</li> <li>• identify and use word classes (i.e., nouns, verbs)</li> <li>• use simple punctuation (e.g., full stops, commas, question marks)</li> <li>• use tenses (e.g., I, Ka, Kei te, Kua, E...ana).</li> </ul>	<p><b>Language learning Year 2</b></p> <p>Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• ask questions about what they see, hear, and read</li> <li>• use comprehension and learning strategies to make meaning of what they see, hear, and read</li> <li>• talk about main themes when preparing to write.</li> </ul>	<p><b>Language learning Year 2</b></p> <p>Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• demonstrate empathy and respect using appropriate tone and intonation</li> <li>• listen for cues and look for signals when others are speaking.</li> </ul>	<p><b>Language learning Year 2</b></p> <p>Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• describe what they are seeing and thinking</li> <li>• listen actively to retell and interpret stories</li> <li>• create their own codes and representations</li> <li>• create their own rhymes and jingles.</li> </ul>
<p><b>Year 3</b></p> <p>In oral, written, and visual language, mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• identify and use common prefixes (e.g., tua+rua)</li> <li>• understand how words work together in patterns</li> <li>• use passive suffixes to give instructions, commands or to make requests (e.g., Mahi + a = Mahia!)</li> <li>• understand and use possessive sentence structures (e.g., nōku ēnei kākāhu)</li> <li>• read an increasing number of high frequency words automatically and decode less familiar words</li> <li>• use known spelling patterns, and sound sequencing of syllables to write new words</li> <li>• follow simple grammatical rules e.g., verb - subject - object; I patu (V) ahau (S) i te pōro (O)</li> <li>• explain the function of simple punctuation (e.g., speech marks and exclamation marks)</li> <li>• identify and use simple conjunctions (e.g., engari, ā).</li> </ul>	<p><b>Year 3</b></p> <p>Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• identify the parts of a word (base, affix)</li> <li>• identify the names and functions of simple word types (i.e., nouns, verbs, adjectives)</li> <li>• use and talk about the cues and strategies they use to check and clarify meaning</li> <li>• use descriptive language to provide detail</li> <li>• give instructions</li> <li>• understand the purposes for communicating.</li> </ul>	<p><b>Year 3</b></p> <p>Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• notice and respect the ways other people speak and communicate (including dialectal differences)</li> <li>• elaborate on their thinking</li> <li>• share personal responses about an oral or written text and acknowledge what others think</li> <li>• distinguish between some forms of informal and formal language they may encounter.</li> </ul>	<p><b>Year 3</b></p> <p>Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• describe what things look like or feel like</li> <li>• draw, create, tell, and act out stories</li> <li>• use colour, shape, and form to convey a message.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Tohu Ako Phase 1: Years 0–3			
Te Roanga o Te Kōrero			
<p><b>Key understanding</b> Mokopuna are learning that sounds are represented by letters. They are also learning how letters, words, and symbols work separately and together and that symbols convey meaning.</p> <p>Mokopuna understand how word types (e.g., adjectives, verbs, and nouns) contribute to building sentence patterns.</p>	<p><b>Key understanding</b> Mokopuna are learning that instructions, questions, descriptions, and recounts each take different forms (language and presentation) and serve different purposes.</p> <p>Mokopuna notice and understand how different word parts work together to create meaningful words.</p> <p>Mokopuna understand that they need to use different forms of language when they are communicating with different people or for different purposes.</p>	<p><b>Key understanding</b> Mokopuna need support to learn about what language is appropriate to use when and with whom.</p> <p>They need practice and support to understand the concepts of turn taking, interrupting, and waiting.</p>	<p><b>Key understanding</b> Mokopuna are learning that there are many ways to communicate ideas and emotions.</p> <p>They are learning that oral, written, and visual texts are a source of new ideas, experiences, and language.</p>
<p><b>Learning strategies</b> Mokopuna are learning to differentiate between sounds, words, and symbols.</p> <p>Identifying patterns in language helps them to reproduce those patterns and grammatical structures accurately.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> <li>• repetition</li> <li>• memorisation</li> <li>• self-monitoring</li> <li>• listen, repeat, retain</li> <li>• distinguishing long and short vowel sounds</li> <li>• hearing and identifying words in sentences</li> <li>• hearing and distinguishing between the initial sounds in words</li> <li>• distinguishing between open sounds (vowels) and closed sounds (consonants)</li> <li>• identifying and writing graphemes</li> <li>• sounding out phonemes</li> <li>• demonstrating directionality of words, sentences, and text (e.g., start to finish, left to right)</li> <li>• sounding out orally to read and write (spell) simple words</li> <li>• hearing and identifying syllables in words</li> <li>• recognising final syllable sounds</li> <li>• recognising rhyming words</li> <li>• using pictures, digital media and other visual resources to stimulate ideas to talk and write about.</li> </ul>	<p><b>Learning strategies</b> Mokopuna are learning to identify main ideas in basic texts (oral, visual, digital, and written).</p> <p>Encourage mokopuna to be curious, and to think critically about what they see, feel, hear, read, and write.</p> <p>Ask questions about a text for mokopuna to respond to.</p> <p>Key learning and comprehension strategies mokopuna need are:</p> <ul style="list-style-type: none"> <li>• prediction</li> <li>• imaging</li> <li>• basic inference</li> <li>• decoding</li> <li>• identifying key words and gestures</li> <li>• using illustrations in books and visual texts</li> <li>• asking questions to broaden thoughts and ideas, or to confirm understanding</li> <li>• using context clues to help understand the meaning of unknown words</li> <li>• reacting when their reading of a text does not make sense</li> <li>• creating mental pictures (using colour, shape and form)</li> <li>• connecting with prior knowledge</li> <li>• giving meaning to written words and symbols they have decoded</li> <li>• identifying key details.</li> </ul> <p>Teach mokopuna to transfer, translate and interpret words and sentences they know in another language into Māori.</p>	<p><b>Learning strategies</b> Mokopuna are learning to listen attentively, to pay attention when others speak, and to respond appropriately.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> <li>• turn-taking when sharing or discussing in a group</li> <li>• modifying intonation and the sound of their voice to support their message</li> <li>• predicting what to expect next</li> <li>• noticing mood and tone</li> <li>• noticing visual cues to identify how others might be feeling</li> <li>• elaborating on their ideas by writing or talking about them.</li> </ul>	<p><b>Learning strategies</b> Mokopuna are developing their listening and visualisation skills to understand, interpret, retell, and create stories.</p> <p>Through reading, viewing, saying, and listening to poems and rhymes, mokopuna learn about rhythm of speech and structure.</p> <p>Key strategies they need to develop their creativity are:</p> <ul style="list-style-type: none"> <li>• curiosity</li> <li>• risk taking</li> <li>• role play</li> <li>• collaboration</li> <li>• expressive artforms (e.g., constructing, drawing, rhymes, jingles, waiata)</li> <li>• drawing pictures to generate ideas and language.</li> </ul>
<p><b>Affirming identity</b> Support mokopuna to see te reo Māori as part of their identity.</p>	<p><b>Affirming identity</b> Encourage mokopuna to be curious about what they see, hear, and feel.</p>	<p><b>Affirming identity</b> Grow mokopuna awareness of others when they are communicating.</p>	<p><b>Affirming identity</b> Grow mokopuna awareness of self and others by relating to characters and events.</p> <p>Build their confidence in using productive language.</p>

# Hei Tautoko i Te Ako

## Pedagogical guidance

Te Reo Rangatira recognises the intrinsic link between identity, language, and learning (cognition)<sup>2</sup>. To be effective, language teaching must take into account the emotional and contextual factors that affect mokopuna development, their health, and their wellbeing<sup>3</sup> as well as the cognitive processes involved in learning. Developing a sense of self-belief in their ability to learn is fundamental to successful language learning in mokopuna.<sup>4</sup>

### Supporting achievement for every mokopuna

Individual mokopuna progress at different rates. Inclusivity in a language-learning context means that the language programme is driven by the needs of each mokopuna. The specific criteria outlined in *Te Ngako o te Whāinga* can be used to engage in discussions with whānau and mokopuna about their priorities to ensure that every mokopuna has a learning pathway that provides for continual progress and achievement.

Successful language learning requires mokopuna to take risks<sup>5,6</sup>. The classroom and learning conditions must foster trust, respect, and cooperation so that all mokopuna experience an environment in which it is safe to take risks in their language learning. Build mokopuna confidence in communicating by creating a language-rich classroom environment:

- surround mokopuna in te reo Māori through visual aids, posters, books, audio and multi-media resources
- provide opportunities and physical spaces for pair work, group discussions, and role-plays
- create areas of interest, surprise, and intrigue that stimulate communication and curiosity
- foster a welcoming and non-judgmental atmosphere where mokopuna feel comfortable making mistakes.

Assistive technologies that reduce barriers to literacy are another way to support mokopuna with physical or neurodiverse conditions. Specific hardware, software, and physical tools can empower mokopuna to work independently and significantly enhance their engagement in learning. For information on how these tools support language learning, visit the Ministry of Education website [www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/](http://www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/).

### Programme design

To be engaging, a language-learning programme should enable mokopuna to be active participants in their own learning process. The programme should comprise the following components:

*Discovery learning* – kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. Practice is essential to learning. For the first two years, not all activities that mokopuna choose to engage with may be directly related to the teaching content, however, teaching content is appropriate to mokopuna year level, sequence and stage of learning.

*Guided learning* – kaiako provide activities that require mokopuna participation but do not limit how they participate i.e., mokopuna have agency over what they say, do, or write. The activities should activate existing knowledge so that learning is easier and faster.

<sup>2</sup> Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

<sup>3</sup> Durie, M. H., (1985). "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483-486, January.

<sup>4</sup> Johnston, M., Hood, N., Aitken, G. (2024). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

<sup>5</sup> Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

<sup>6</sup> Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

*Kaiako-facilitated learning* – kaiako are deliberate in their language teaching (modelling, explaining, showing, telling, demonstrating) based on the developing language profiles of the mokopuna. They expose mokopuna to language patterns, language learning, and content they might not otherwise access, in a manageable way, and provide effective feedback that is essential to the learning process.

To support mokopuna in transitioning to kura:

- In the **first six months**, much of the learning time involves discovery learning with kaiako identifying specific learning opportunities.
- From **6 months–3 years**, the kaiako acts as the facilitator, encouraging mokopuna to actively engage in activities shared between the kaiako and groups of mokopuna. The teaching programme also includes some explicit modelling and self-directed learning where mokopuna are given the opportunity to practise specific skills and strategies to consolidate their learning.

0–6 months	Discovery learning	Guided learning	Kaiako-facilitated learning
6 months – 3 years	Discovery learning	Guided learning	Kaiako-facilitated learning

### Teaching for Transfer

Language is central to mokopuna identity. An effective Te Reo Rangatira teaching and learning programme is responsive to the experiences and literacies of mokopuna.

If mokopuna have a degree of proficiency in another language (English or any language), the design of a Te Reo Rangatira programme should recognise that the languages mokopuna learn and use are not separate knowledge systems. Rather, the languages present as a total resource that can be leveraged to accelerate and support the learning of any language.

There is one central processing “think tank” in the brain enabling cross-linguistic transfer from one language to another<sup>7</sup> and this can be used to improve learning. Mokopuna can learn language, subject knowledge, and skills in one language and transfer those skills and knowledge to another language. If this process is supported by the kaiako, it is more efficient and accurate.

Actively *teaching for transfer* means that kaiako of Te Reo Rangatira would draw on all languages that mokopuna know and use to help their learning of te reo Māori. Therefore, kaiako of Te Reo Rangatira and other languages should collaborate on programme design so that the teaching and learning of each language is coordinated. By teaching parts of speech, text purposes, or strategies that are similar at the same time, or in a coordinated way, teaching and learning become easier and more efficient.

### Task-based Language Teaching

Task-based language teaching (TBLT) is a mokopuna-centred and experiential approach to language teaching. Kaiako design tasks (activities, projects, discussions, problems) that require mokopuna to communicate for themselves<sup>8</sup>. TBLT supports the development of oral and written language skills through three key elements:

- focus on meaning – mokopuna focus on making themselves understood
- focus on language type – mokopuna learn how best to express themselves
- focus on form – mokopuna learn the grammatical aspects of language.

These elements are reflected in the whenu of Te Reo Rangatira.

### One hour per day

Kura are required to spend an average of one hour a day teaching pānui and tuhituhi to mokopuna in Years 0–8. This can be in dedicated lessons or integrated across all learning areas.

<sup>7</sup> Cummins, J. (2008). *Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education*. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.

<sup>8</sup> Willis D. & Willis J. (2007). *Doing Task-based Teaching*. Oxford University Press. p. 1.

## Structured Literacy Approach

A Structured Literacy approach to the teaching of reading and writing involves:

### Year 1

In the first six months, teach phonemes in the following order:

1. Oropuare (vowels) so that mokopuna:
  - distinguish long and short vowel sounds
  - hear and identify words in sentences
  - hear and distinguish between the initial sounds in words.
2. Orokati (consonants) so that mokopuna:
  - hear and distinguish between the initial sounds in words
  - distinguish between open sounds (vowels) and closed sounds (consonants).
3. Oropuare pūrua (vowel digraphs) so that mokopuna:
  - hear and identify syllables in words
  - recognise final syllable sounds
  - recognise rhyming words.

In the first year, then teach vowels and consonants in the following order:

#### 1. Vowels

- a, ā (aa), A, Ā (AA)
- e, ē (ee), E, Ē (EE)
- i, ī (ii), I, Ī (II)
- o, ō (oo), O, Ō (OO)
- u, ū (uu), U, Ū (UU)

#### 2. Consonants

- p, P
- t, T
- m, M
- k, K
- w, W
- n, N
- h, H
- r, R
- wh, Wh
- ng, Ng

### Year 2

In the first 18 months, teach single consonant-vowel syllables:

- ha, ka, ma, na, pa, ra, ta, wa, nga, wha
- he, ke, me, ne, pe, re, te, we, nge, whe
- hi, ki, mi, ni, pi, ri, ti, wi, ngi, whi
- ho, ko, mo, no, po, ro, to, wo, ngo, who
- hu, ku, mu, nu, pu, ru, tu, wu, ngu, whu

In the second year, then teach:

- building words from single consonant-vowel syllables
- basic sight words
- building words from sight vocabulary
- building words from vowel digraphs through rhyme
- reading and writing a broad range of high frequency, interest, and topic words.

## Teaching Strategies<sup>9</sup>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 1: Years 0-3</b>			
<b>Discovery Learning</b>			
<p><b>Hopscotch</b> Draw a hopscotch grid. Mokopuna add a letter to each square. When they land on a square, they say a word that starts with the letter.</p>	<p><b>Experiences</b> Create experiences for mokopuna so they can describe how they feel, what they see, what they hear, and what they taste. Make these into personal books for mokopuna to keep referring to.</p>	<p><b>Role play</b> Use role play to explore different emotions.</p> <p><b>Statues</b> Play a game similar to statues by calling out the name of a mokopuna who has to move quickly to the front and perform a simple task while the rest stand like statues – not moving or saying anything until it's their turn.</p> <p><b>Opportunities to lead</b> Mokopuna are invited or rostered to lead the morning mihimihi and direct routines such as karakia, mihimihi, collecting and storing lunch boxes, or reciting weather charts.</p>	<p><b>Learning environments</b> Set up environments such as a shop, sandpit, construction area, or dress up corner where mokopuna can role play. Support the mokopuna by asking questions and providing language models to encourage kōrero.</p> <p><b>Drama/role play</b> Use activities such as Charades. Give mokopuna pictures, words, or simple scenarios to act out.</p>
<b>Guided Learning</b>			
<p><b>Role modelling</b> Role model correct enunciation and pronunciation while sharing or reading a story.</p> <p><b>Signalling sounds or words</b> Select a sound/letter and/or word. Have mokopuna signal when they hear those sounds or words when listening to or reciting a waiata or rotarota.</p>	<p><b>Innovating on a text</b> Innovate on a text by replacing the characters with other characters (e.g., farm animals with sea creatures) to recreate a new version of the story while keeping a similar sequence of events.</p> <p><b>Predicting the end</b> Only read the beginning and middle of a text, ask the mokopuna to predict an ending.</p> <p><b>Hidden image/text</b> Cover a part of an image or book cover. Mokopuna study the clues in the image/text and guess what the hidden part is.</p>	<p><b>Simple listening tasks</b> Set simple listening tasks when mokopuna are listening to others, (e.g., 'Whakarongo ki te kōrero a Mea, he aha tana mahi tuatahi?').</p>	<p><b>Muted videos</b> Watch short simple cartoon video clips with the sound turned off. Mokopuna predict what they think is being said.</p>

<sup>9</sup> These strategies are examples only of teaching practices that have proven to be successful in relation to the specific learning identified in the key objective. Kaiako are encouraged to use a wide range of evidence-informed teaching practices.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 1: Years 0-3</b>			

### Kaiako-facilitated Learning

<p><b>Learning the alphabet</b> Recite the alphabet using published class sound/letter charts or create class or individual charts with pictures e.g., <i>a mō awa, wh mō wheke ...</i></p> <p><b>Using objects</b> Use concrete objects such as blocks with letters of the alphabet written on them, magnetic letters or cards to help mokopuna learn letters and join sounds.</p> <p><b>Modified post-its</b> Leave exposed only the beginning letter/letters of a word in a shared text using modified post-its. Mokopuna have to predict the word and explain the other letters/sounds they would expect to be in that word.</p>	<p><b>Templates and grids</b> Use Y-chart templates or simple grids to record by drawing or writing what characters in a story saw, heard, did, felt or said.</p>	<p><b>Chant it!</b> Introduce a new mihi using the Chant it! strategy. Sitting in a circle, each mokopuna says one word of a new phrase. Continue in this way, repeating the phrase to embed the new language.</p>	<p><b>Nan's cupboard</b> Mokopuna, in turn, list imaginary items found in "Nan's" cupboard. One item per mokopuna, firstly repeating all previously stated items in order.</p>
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### Language Examples

<p><b>Sentence types</b> Ka, Kua, I, Me, E, Kei, Kei te, E ... ana, I te, Ko ... e.g., Kei te kai ia. Ka rongo ia. Kua mihi ia. I haere rāua.</p> <p><b>Nominal sentences</b> He pai tēnei. He tamaiti pai ia. Ko Pare te kaiako.</p> <p><b>Descriptive language</b> He pai ki a au te... Kei te reka te kai. He pango te pōro. Kei te ngenge au. I harikoa a Nani.</p> <p><b>Negation</b> Kāore e ... ana Kāore i te ... Kaua e ...</p> <p><b>Conjunctions</b> ā ... engari ... me ... Nā/Nō te mea ...</p> <p><b>Personal pronouns</b> au, koe, ia, māua, tāua, rāua, kōrua, tātou, rātou, koutou, mātou</p> <p><b>Possessive particles</b> a/o tana/ana tōku/ōku tā/ā tō/ō</p>	<p><b>Seeking clarification</b> He aha?/Anō? Kāore au i te mārama. He aha te tikanga o ...? Tēnā kōrero mai anō?</p> <p><b>Sequencing</b> Ka ..., ā, ka ... Nā ... Tēnā ... Kātahi anō ... ka ... Kātahi ka ... Tuatahi ..., tuarua ...</p>	<p><b>Greeting</b> Mōrena Ngā mihi o te ata ... o te ahiahi ... o te wā Kia ora E mihi ana ki ... Pō mārie/Ata mārie Nau mai ...</p> <p><b>Farewelling</b> Hei āpōpō E noho rā/Haere rā/Ka kite anō Noho ora mai Ka kite i a ... Hei konei/konā mai/konā rā Ka kite anō i a koe</p> <p><b>Apologising</b> Auē taku ... Mō tōku hē ... Kua kitea taku hē</p> <p><b>Stating opinion</b> Nā ki a au nei ... Ki ōku nei whakaaro ... Tēnā pea... E pā ana ki ... Kia mōhio mai koe ... Kia mārama mai ...</p>	<p><b>Requesting</b> Homai te/ngā ... Haere atu Kei te pīrangī ahau ... E pai ana kia ... au?</p> <p><b>Asking questions</b> He aha te kupu mō ...? He aha tēnā? He aha tō hiahia? Kei te pēhea/pai koe? Kei hea te/ngā ...?</p> <p><b>Imagination</b> Ko <i>Māui</i> ahau (role play) He ... ahau Kei te ... ahau Titiro ki konā/korā</p> <p><b>Explaining</b> He ... tēnā/tērā. Ināianei kei te ... nā te mea/i te mea</p> <p><b>Sequencing</b> I ngā wā o mua I te tīmatanga I te tuatahi, ...</p> <p><b>Rhyme</b> Piki, wiki, niki, il</p> <p><b>Repetition</b> Pakipaki, pekepeke, pikipiki e.</p>
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Tūāreke 1  
Years 0-3

Tūāreke 2  
Years 4-6

Tūāreke 3  
Years 7-8

Tūāreke 4  
Years 9-10

Tūāreke 5  
Years 11-13



# Tūāreke 2 Years 4-6



Whenu			
Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
Toi Mokopuna			
Mokopuna care about saying things correctly.	Mokopuna are critical thinkers.	Mokopuna are thoughtful about how they express their ideas.	Mokopuna use language effectively, creatively, and in a Māori way.
<b>Tohu Ako: Phase 2: Years 4-6</b>			
Whāinga			
<b>Mokopuna learning focuses on</b> accurately understanding and using a range of vocabulary and sentence structures.	<b>Mokopuna learning focuses on</b> interpreting a range of oral, written, and visual texts.	<b>Mokopuna learning focuses on</b> using basic interpersonal communication skills effectively.	<b>Mokopuna learning focuses on</b> using descriptive and figurative language.
Kia Mataara			
<b>By the end of year 4,</b> mokopuna should be making near-correct attempts at using words with multiple syllables in their writing.	<b>By the end of year 4,</b> mokopuna should have a selection of strategies to derive meaning from new words when reading.  <b>By the end of year 5,</b> mokopuna need to be reading longer texts with increasing fluency and comprehension.		

Proactively released

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 2: Years 4–6</b>			

**Te Ngako o te Whāinga**

**Mā Te Kaiako**

<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>spell words accurately</li> <li>expand their vocabulary to include less common words</li> <li>read with increasing accuracy and meaning</li> <li>write longer sentences.</li> </ul> <p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use macrons or double-vowels with increased accuracy</li> <li>expand their vocabulary including context specific words, synonyms, and antonyms</li> <li>follow grammatical rules of a wider range of sentence structures</li> <li>write with greater accuracy and structure.</li> </ul> <p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>use macrons or double-vowels consistently</li> <li>extend their vocabulary</li> <li>create compound sentences and longer sentences accurately</li> <li>use tenses accurately</li> <li>produce negative sentences accurately.</li> </ul>	<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>engage with a variety of texts and text purposes</li> <li>use a range of strategies to derive meaning from new words</li> <li>use a variety of sentence types when writing.</li> </ul> <p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>distinguish and use verb and derived noun suffixes</li> <li>use less common words</li> <li>understand an author's or a speaker's intent</li> <li>use a range of language learning strategies</li> <li>create a wider variety of texts.</li> </ul> <p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>identify and use some low frequency prefixes</li> <li>identify bias</li> <li>recognise and attempt to replicate different strategies speakers and writers use.</li> </ul>	<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>actively participate in discussions</li> <li>use appropriate body language.</li> </ul> <p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>interact with empathy and respect</li> <li>adjust tone, volume and body language</li> <li>express agreement and disagreement.</li> </ul> <p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>listen actively</li> <li>express themselves more fully</li> <li>develop their personal voice.</li> </ul>	<p><b>Year 4</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>craft stories in spoken and written form.</li> </ul> <p><b>Year 5</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>describe specific characteristics of people and things</li> <li>present stories to an audience.</li> </ul> <p><b>Year 6</b> <b>Support mokopuna to:</b></p> <ul style="list-style-type: none"> <li>describe people, things and events in other ways</li> <li>identify some features of other dialects.</li> </ul>
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**Mā Te Mokopuna**

<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>lots of new words that mean the same thing</li> <li>what some symbols mean</li> <li>that people from other iwi might use different words</li> <li>to make sense of what I'm reading based on what words mean and how they fit together in a sentence</li> <li>to say and write long sentences</li> <li>to use punctuation in my writing</li> <li>to write paragraphs</li> <li>to use my voice in different ways.</li> </ul>	<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>to read longer books and listen for longer</li> <li>how to write and speak differently depending on what I want to happen</li> <li>to ask questions about what I am listening to, reading, or seeing</li> <li>to identify main and supporting ideas</li> <li>that I should question what I read and hear because not everything is true.</li> </ul>	<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>to talk with adults</li> <li>to ask others what they think and how they feel</li> <li>how to show others that I am listening</li> <li>to be polite when I'm giving my opinion.</li> </ul>	<p><b>I am learning:</b></p> <ul style="list-style-type: none"> <li>lots of new describing words</li> <li>to describe how things look, feel, and sound</li> <li>to talk and write about things that happen and things I imagine</li> <li>to tell stories in front of the class and other people.</li> </ul>
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Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 2: Years 4-6</b>			
<b>Te Roanga o Te Kōrero</b>			
<p><b>Characteristics of Mokopuna</b> Mokopuna are starting to refine their language skills to be more precise, orally and in writing. They need exposure to a wide range of language to expand their vocabulary and understanding of te reo Māori. They also need engaging and challenging learning experiences that will promote effective communication.</p> <p>In handwriting, they are working on maintaining consistent sizing, spacing between words and lines, and alignment down the page. Handwriting must be legible.</p>	<p><b>Characteristics of Mokopuna</b> Mokopuna are receptive to listening, speaking, reading, writing, viewing, and producing texts. They are gaining a greater understanding of more challenging texts (visual, spoken, and written) with multiple layers of meaning. This develops their ability to think critically about what they hear, see, and read.</p>	<p><b>Characteristics of Mokopuna</b> Mokopuna are beginning to engage in more complex interactions. They are learning to express themselves more fully, consider others' perspectives, and participate in conversations that involve multiple viewpoints.</p>	<p><b>Characteristics of Mokopuna</b> Mokopuna develop their creativity with language through narrating personal experiences and imaginative stories in both spoken and written form. They need opportunities to tell stories to others in groups and larger audiences.</p> <p>Encourage them to use a wide range of descriptive and figurative language to describe what they are experiencing. This is the foundation for understanding how figurative language adds depth and expression to communication.</p>
<p><b>Language Learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>	<p><b>Language Learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>	<p><b>Language Learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>	<p><b>Language Learning</b> See Language Examples as a reference for the type of language mokopuna should be using during this phase.</p>
<p><b>Year 4</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• use macrons or double-vowels when writing</li> <li>• use some subject-related words</li> <li>• use their ability to decode with their knowledge of how the Māori language works to read more accurately</li> <li>• checking that what they have read makes sense</li> <li>• use compound sentence structures</li> <li>• construct stative sentences (and their corresponding negative forms)</li> <li>• transform active into passive sentences (and their corresponding negative forms).</li> </ul>	<p><b>Year 4</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• classify words based on their origin and structure (e.g., nouns, verbs, adjectives, conjunctions)</li> <li>• engage with a variety of texts and text purposes</li> <li>• derive meaning from unknown words and compound words using a range of strategies (see Learning Strategies)</li> <li>• use a variety of sentence types in their writing.</li> </ul>	<p><b>Year 4</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• actively participate in discussions with peers and adults, using:</li> <li>• use appropriate body language</li> <li>• express an opinion clearly.</li> </ul>	<p><b>Year 4</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• organise their thoughts into logical sequences for storytelling</li> <li>• use conjunctions and compound sentences.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 2: Years 4–6</b>			
<b>Te Roanga o Te Kōrero</b>			
<p><b>Year 5</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• use macrons or double-vowels with increased accuracy</li> <li>• expand their vocabulary including context specific words, synonyms, and antonyms</li> <li>• understand and use actor emphatic sentence structures (and their corresponding negative forms)</li> <li>• follow grammatical rules</li> <li>• use punctuation correctly</li> <li>• craft paragraphs.</li> </ul>	<p><b>Year 5</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• distinguish and use the appropriate form of verb and derived noun suffixes (e.g., -tia, -tanga, -hia, -hanga, -ria, -ranga)</li> <li>• use some less common words (e.g., technical or topic specific, synonyms) to be more specific</li> <li>• understand an author’s or a speaker’s intent</li> <li>• identify cohesive language devices writer’s use to create flow (e.g., conjunctions, pronouns, substitution)</li> <li>• use a range of language learning strategies including summarisation and inference</li> <li>• create a variety of texts for different text purposes.</li> </ul>	<p><b>Year 5</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• interact with empathy and respect</li> <li>• use appropriate tone, volume, and body language</li> <li>• express support for an idea</li> <li>• appropriately disagree with an idea.</li> </ul>	<p><b>Year 5</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• use appropriate words (adjectives, adverbs, synonyms and antonyms) and terms to describe specific characteristics of people and things</li> <li>• present short stories to an audience.</li> </ul>
<p><b>Language Learning Year 6</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• use macrons or double-vowels with some consistency</li> <li>• extend their use of subject-specific vocabulary, synonyms, and antonyms, and iwi-specific words</li> <li>• identify words from other iwi</li> <li>• use conjunctions accurately to create compound sentences</li> <li>• use longer sentences accurately</li> <li>• use tenses and their corresponding negative forms (with accuracy).</li> </ul>	<p><b>Language Learning Year 6</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• identify, understand and use some more complex prefixes to create meaning (e.g., kore-, kau-, pae-, mata-)</li> <li>• identify bias in what they view, read, and hear</li> <li>• recognise and use persuasive language</li> <li>• recognise main ideas and supporting details</li> <li>• recognise different strategies speakers and writers use</li> <li>• use different ways and strategies for sharing their thinking</li> <li>• use cohesive language devices in their writing (e.g., conjunctions, pronouns, substitution)</li> <li>• produce a variety of sentence types</li> <li>• adapt their language to suit the purpose of the communication.</li> </ul>	<p><b>Language Learning Year 6</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• use a broader range of descriptive language (adjectives, adverbs and figurative language)</li> <li>• use a range of strategies for supporting or disagreeing with an idea</li> <li>• use a range of phrases for expressing an opinion</li> <li>• express themselves more fully using descriptions and explanations.</li> </ul>	<p><b>Language Learning Year 6</b> Mokopuna are learning to:</p> <ul style="list-style-type: none"> <li>• provide greater detail in their descriptions</li> <li>• use similes and basic metaphors to create images</li> <li>• consider voice, tone, and form when telling stories</li> <li>• identify some dialectal features.</li> </ul>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 2: Years 4-6</b>			
<b>Te Roanga o Te Kōrero</b>			
<p><b>Key Understanding</b> Mokopuna are learning that language has rules and conventions.</p>	<p><b>Key Understanding</b> Mokopuna are learning that some information is reliable and other information is inaccurate. They need a lot of opportunities to differentiate between credible and unreliable information sources, and to identify bias in oral, digital, and written language.</p>	<p><b>Key Understanding</b> Mokopuna are developing a better understanding of turn-taking and that a discussion or conversation requires everyone to contribute.</p>	<p><b>Key Understanding</b> Mokopuna are learning that providing more detail makes stories more interesting and engaging.</p>
<p><b>Learning Strategies</b> Mokopuna are learning to use a range of language accurately and clearly.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> <li>• paraphrasing</li> <li>• active listening</li> <li>• inference.</li> </ul>	<p><b>Learning Strategies</b> Mokopuna are learning to identify an author or speaker's purpose, main ideas, and supporting ideas.</p> <p>Encourage mokopuna to ask questions before, during, and after engaging with oral, visual, and written texts.</p> <p>Key comprehension strategies mokopuna need are:</p> <ul style="list-style-type: none"> <li>• questioning</li> <li>• predicting and confirming</li> <li>• summarising</li> <li>• breaking words into parts</li> <li>• note-taking (including organising ideas from what they hear, see, or read)</li> <li>• guessing from context</li> <li>• comparing and contrasting ideas or information</li> <li>• identifying persuasive and figurative language.</li> </ul> <p>Teach mokopuna to transfer any language concepts known in another language to support their Māori literacy development.</p>	<p><b>Learning Strategies</b> Mokopuna are learning to work with others collaboratively to help their learning and to grow positive relationships. They are listening actively and participating appropriately in discussions.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> <li>• active listening (e.g., through asking questions, acknowledging what they have heard, responding appropriately, paraphrasing)</li> <li>• active participation in discussions</li> <li>• using wait time during discussions</li> <li>• rephrasing an idea</li> <li>• providing additional detail</li> <li>• asking follow-up questions</li> <li>• reflection</li> <li>• self-talk.</li> </ul>	<p><b>Learning Strategies</b> Mokopuna are learning to organise thoughts in a coherent sequence for storytelling and structuring text.</p> <p>Key strategies for mokopuna to learn are:</p> <ul style="list-style-type: none"> <li>• “think again” to come up with new ideas</li> <li>• brainstorming</li> <li>• grouping similar ideas</li> <li>• prioritising ideas</li> <li>• asking “what if” questions</li> <li>• using mnemonics and rhythm to learn new words and concepts.</li> </ul>
<p><b>Affirming Identity</b> Encourage mokopuna to be curious about language including the way other people and iwi say things.</p>	<p><b>Affirming Identity</b> Support mokopuna to be observant and responsive to their surroundings. Ensure they have the language to share their observations and responses.</p>	<p><b>Affirming Identity</b> Grow mokopuna awareness of how they communicate with others and the impact it has.</p>	<p><b>Affirming Identity</b> Develop mokopuna confidence to believe in their ability to convey their ideas.</p> <p>Grow mokopuna awareness of the different ways people speak, including dialectal differences.</p>

# Hei Tautoko i Te Ako

## Pedagogical guidance

Te Reo Rangatira recognises the intrinsic link between identity, language, and learning (cognition)<sup>10</sup>. To be effective, language teaching must take into account the emotional and contextual factors that affect mokopuna development, their health, and their wellbeing<sup>11</sup> as well as the cognitive processes involved in learning. Developing a sense of self-belief in their ability to learn is fundamental to successful language learning in mokopuna.<sup>12</sup>

### Supporting achievement for every mokopuna

Individual mokopuna progress at different rates. Inclusivity in a language-learning context means that the language programme is driven by the needs of each mokopuna. The specific criteria outlined in *Te Ngako o te Whāinga* can be used to engage in discussions with whānau and mokopuna about their priorities to ensure that every mokopuna has a learning pathway that provides for continual progress and achievement.

Successful language learning requires mokopuna to take risks<sup>13 14</sup>. The classroom and learning conditions must foster trust, respect, and cooperation so that all mokopuna experience an environment in which it is safe to take risks in their language learning. Build mokopuna confidence in communicating by creating a language-rich classroom environment:

- surround mokopuna in te reo Māori through visual aids, posters, books, audio and multi-media resources
- provide opportunities and physical spaces for pair work, group discussions, and role-plays
- create areas of interest, surprise, and intrigue that stimulate communication and curiosity
- foster a welcoming and non-judgmental atmosphere where mokopuna feel comfortable making mistakes.

Assistive technologies that reduce barriers to literacy are another way to support mokopuna with physical or neurodiverse conditions. Specific hardware, software, and physical tools can empower mokopuna to work independently and significantly enhance their engagement in learning. For information on how these tools support language learning, visit the Ministry of Education website [www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/](http://www.education.govt.nz/school/student-support/special-education/assistive-technology/examples-of-students-using-assistive-technology/).

### Programme design

To be engaging, a language-learning programme should enable mokopuna to be active participants in their own learning process. The programme should comprise the following components:

*Discovery learning* – kaiako provide a choice of activities that encourage mokopuna to explore and practice new language. Practice is essential to learning. For the first two years, not all activities that mokopuna choose to engage with may be directly related to the teaching content, however, teaching content is appropriate to mokopuna year level, sequence and stage of learning.

*Guided learning* – kaiako provide activities which require mokopuna participation but do not limit how they participate i.e., mokopuna have agency over what they say, do, or write. The activities should activate existing knowledge so that learning is easier and faster.

<sup>10</sup> Pere, R. (1994). *Ako: Concepts and Learning in the Māori Tradition*. Te Kohanga Reo National Trust Board.

<sup>11</sup> Durie, M. H., (1985). "A Maori perspective of health", *Social Science & Medicine*, Elsevier, vol. 20(5), pages 483-486, January.

<sup>12</sup> Johnston, M., Hood, N., Aitken, G. (2024). *A knowledge-rich curriculum underpinned by the science of learning*. Ministry of Education.

<sup>13</sup> Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

<sup>14</sup> Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.

*Kaiako-facilitated learning* – kaiako are deliberate in their language teaching (modelling, explaining, showing, telling, demonstrating) based on the developing language profiles of the mokopuna. They expose mokopuna to language patterns, language learning and content they might not otherwise access, in a manageable way, and provide effective feedback that is essential to the learning process.

In **Years 4–6**, the language programme should provide a balance of kaiako-facilitated activities, explicit teaching, demonstration, and explanation, and self-managed learning where the mokopuna practice by themselves or with others while the kaiako mentors or acts as a resource when needed.

Discovery learning	Guided learning	Kaiako-facilitated learning
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### Teaching for Transfer

Language is central to mokopuna identity. An effective Te Reo Rangatira teaching and learning programme is responsive to the experiences and literacies of mokopuna.

If mokopuna have a degree of proficiency in another language (English or any language), the design of a Te Reo Rangatira programme should recognise that the languages mokopuna learn and use are not separate knowledge systems. Rather, the languages present as a total resource that can be leveraged to accelerate and support the learning of any language.

There is one central processing “think tank” in the brain enabling cross-linguistic transfer from one language to another<sup>15</sup> and this can be used to improve learning. Mokopuna can learn language, subject knowledge, and skills in one language and transfer those skills and knowledge to another language. If this process is supported by the kaiako, it is more efficient and accurate.

Actively *teaching for transfer* means that kaiako of Te Reo Rangatira would draw on all language that mokopuna know and use to help their learning of te reo Māori. Therefore, kaiako of Te Reo Rangatira and other languages should collaborate on programme design so that the teaching and learning of each language is coordinated. By teaching parts of speech, text purposes, or strategies that are similar at the same time, or in a coordinated way, teaching and learning become easier and more efficient.

### Task-based Language Teaching

Task-based language teaching (TBLT) is a mokopuna-centred and experiential approach to language teaching. Kaiako design tasks (activities, projects, discussions, problems) which require mokopuna to communicate for themselves<sup>16</sup>. TBLT supports the development of oral and written language skills through three key elements:

- focus on meaning – mokopuna focus on making themselves understood
- focus on language type – mokopuna learn how best to express themselves
- focus on form – mokopuna learn the grammatical aspects of language.

These elements are reflected in the whenu of Te Reo Rangatira.

### One hour per day

Kura are required to spend an average of one hour a day teaching pānui and tuhituhi to mokopuna in Years 0–8. This can be in dedicated lessons or integrated across all learning areas.

<sup>15</sup> Cummins, J. (2008). *Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education*. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 1528-1538). Springer.

<sup>16</sup> Willis D. & Willis J. (2007). *Doing Task-based Teaching*. Oxford University Press. p. 1.

## Teaching Strategies<sup>17</sup>

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 2: Years 4-6</b>			
<b>Discovery Learning</b>			
<p><b>Scavenger hunt</b> Mokopuna find examples of grammar rules or types of words (e.g., noun, verb, or adjective) they know in their environment. Give them a set time limit.</p>	<p><b>Storytelling dice</b> Draw or attach pictures of characters, places, objects, and events to each face of a dice. Do this to several dice.  Each mokopuna takes a turn rolling the dice and using the picture to create a short story.</p>	<p><b>Collaborative activities</b> Activities such as group discussions, role-playing scenarios, and collaborative projects can help mokopuna practice and develop conversational diplomacy skills.</p>	<p><b>Mātakitaki</b> In pairs or groups mokopuna mime a scenario, the audience listen and observe, they then try and decide what the scene is about, and what some of the characters said. You could use the Think, Pair, Share strategy to encourage discussion.</p>
<b>Guided Learning</b>			
<p><b>Alpha ladder</b> Prepare an Alpha ladder template. Mokopuna work in groups. Select a theme (e.g., te tāone). One mokopuna is assigned as a writer, one an illustrator while the role of the others in the group is to provide as many words as they can think of related to that theme within a specified time period.  <a href="#">More information.</a></p> <p><b>Replacing words in a sentence</b> Using sentences taken from a text mokopuna have read together with the kaiako or that a mokopuna has said or written, mokopuna take turns replacing a word or words in the sentence. How many variations can they come up with?</p>	<p><b>Debating</b> Create a set of simple topics for the mokopuna to discuss and debate. Organise mokopuna into small discussion groups, each member of the group contributes one point or idea about their topic. As they listen to other groups, they have an opportunity to debate what has been said.</p> <p><b>Bargaining</b> Mokopuna are presented with some type of object that they must “sell”. They try to convince their peers that they need the object. They can work in pairs and spend a short time preparing what they need to say. Encourage mokopuna to ask questions while they are listening.</p> <p><b>Word types</b> Display cards with different word types (e.g., kupu hono) that mokopuna can refer to when writing and/or specify a word or words they must incorporate into their writing.</p> <p><b>Key words</b> Present mokopuna with a set of key words from an event or written or visual text in random order on the page. Mokopuna use the key words to construct their own version.</p>	<p><b>Round robin</b> Select a topic for mokopuna to discuss. Each mokopuna shares their thoughts. Include criteria such as acknowledging the speaker and being able to disagree or agree.  <a href="#">More information.</a></p> <p><b>The doughnut</b> This activity allows mokopuna to practice their conversational skills and share ideas in a fun and safe setting.  <a href="#">More information.</a></p> <p><b>Kōrerotia! (say it)</b> Kōrerotia! gives practice in impromptu speaking. The kaiako creates a list of topics for the mokopuna to discuss. They randomly choose a topic, have a short time to prepare, and then speak for a set amount of time (say, 1 minute). Allow time for the listeners to ask questions or debate the ideas of the speaker.</p>	<p><b>Drama/role play</b> Perform published plays. Describe a scene for mokopuna to listen to carefully and then dramatise what they heard. e.g., “<i>Kei te hiko koe i te taha moana, kei te pupuhi te hau, he tino karekare te moana ... kia tūpato kei mākū koe!</i>”</p> <p><b>Muted video clips</b> Watch video clips with the sound turned off. Mokopuna explain what they think is being said and what is happening and create a dialogue.</p>

<sup>17</sup> These strategies are examples only of teaching practices that have proven to be successful in relation to the specific learning identified in the key objective. Kaiako are encouraged to use a wide range of evidence-informed teaching practices.

Kia Tika	Kia Mārama	Kia Arero Taiaha	Kia Auaha
<b>Tohu Ako: Phase 2: Years 4-6</b>			

## Kaiako-facilitated Learning

**Develop active listening skills**

Design activities that develop active listening skills such as listen and sequence, listen and identify, listen and do.

**Matching parts of a phrase**

Use oral or written tasks where mokopuna match parts of phrases or sentences together using their knowledge of language, grammar, and punctuation to help them.

**Oral cloze**

In an oral cloze activity, mokopuna follow along as the kaiako reads aloud a text leaving out particular words. Mokopuna fill in the gaps orally while the kaiako reads.

**Clines**

Use clines (gradients of meaning) by selecting an adjective e.g., makariri. Mokopuna add words such as tino, rawa atu, and order the enhanced phrases in order of 'coldness'. Add 'mahana' and 'wera' to create a continuous cline.

**Semantic grid**

Provide mokopuna with a grid template with headings such as Kupu, Pikitia, Whakamārama, Tauira. Mokopuna complete the grid for technical words they meet in their learning.

## Language examples

**Stative sentences**

Kua pau te kai.  
Kua oti te mahi.

**Negation**

Kāore i konei.  
Kāore anō kia ...  
Ehara i a ..., Ehara i te ...

**Conjunctions**

Nā, Tēnā, Kātahi ka,

**Actor emphatic**

Māku tēnā e mahi.  
Nāku koe i āwhina.

**Possessive particles**

tā/tō  
ā/ō  
wā/wō  
ngaa-/ngoo-

Arā tā rātou mokai.  
Kei hea tō māua waka?

**Modifiers**

tonu, rawa, kē, noa

**Conjunctions**

Heoi anō, Nō reira,  
Kātahi anō ... ka ..., Kātahi ka ...

**Pronouns**

rātou, tātou, koutou

**Stating opinions**

Anei te ...  
Mehemea/mēnā ...  
Tēnā pea ...  
E pā ana ki ...

**Questioning**

Ko te aha ...?  
Ko tēhea ...?  
He aha ai ...?  
He aha i ... ai?  
He aha i pērā ai ...?  
Nā te aha i pērā ai?

**Comparing and contrasting**

Ko te mea tino pai rawa atu ...  
Ko tōku tino hoa ...  
Rerekē ake tēnei i tēnā.  
Rite tonu tēnei ki tēnā.

**Stating opinions**

Nā, ki a au nei ...  
Ki ōku nei whakaaro ...  
Ki tōku mōhio ...  
Kia mōhio mai koe ...

**Conjunctions**

Tēnā koa ...  
Nā, ...  
Tēnā, ...  
Kāti, ...

**Agreeing**

Tika tonu!  
Āe mārika!  
Koia! Koinā! Ana!  
Āe, kei te tautoko au.  
Āe, e whakaae ana au.

**Disagreeing**

Anei kē ...  
Hei aha tāu!  
Engari mō tēnā!  
Kāore au i te whakaae.  
Kāore au e tautoko ana.

**Descriptive language**

He ...  
He pōuri rawa te āhua o te pō.

**Sequencing**

ka ..., ā, ka ...,  
ā muri mai ...  
hei muri i tērā  
whai muri mai ...

Tēnā koa ko te tuatahi ...  
Kōtahi ka whai mai ko ...

**Personification**

Ka whakatangata i tētahi mea.

**Time markers**

I te tīmatanga ...  
I te mutunga ...  
I ngā wa o mua ...  
Inatahirā ...  
I tērā ...

**Figurative language**

pērā i ...  
He tangata kaha au pērā i a Mea.

anō nei ...  
He tere ki te kauhoe anō nei he aihe au.

Ka noho rātou ki te māra a Tāne.

**Conjunctions**

nō reira, koinā te take

**Repetition**

ataata, hāereere, ringaringa,  
pakupaku, ririki, nunui,  
matimati, whakaaroaro ...

# Te Reo Rangatira Kuputaka

A	
āheinga	capability, opportunity
āhua	form
āhuareka	interest
āhuatanga	characteristic, feature
āhuatanga tuatini o te wetereo	advanced grammar
āhuatanga tuhi	text features
āki	encourage
ako horipū	explicit teaching
ako ngātahi	collaborative learning
ako tautauāmoa	self-directed learning
ako tūhura	discovery learning
akoranga	learning opportunities
angawā	timeframe
arapāho tuihono	online media
aratohu	guideline
ariā waiwai o te reo ā-tā	basic concepts of print
aro	notice
aroā oromutu	phonemic awareness
aroahaeae	critique, discerning
aropā	peer group
arorau	coherent, logical
arotake	evaluate
arotake aropā	peer evaluation
aroturuki	monitor
aroturuki whaiaro	self-monitoring
aruaru	interrupt
ata	image
ata toka	static image
atataki	vlog
auaha (-tanga)	creative, creativity
aunoa	automatically
H	
hā	intonation, tone
hā o te reo	style
hā whaiaro	personal style of expression
hāngai (o te reo)	appropriate, appropriateness (of language)
hātuhi	writing style
haukume	bias
hautaka	journal
hīkaro	inference
hinengaro tātari	analytical mind
hoahoa	design
horopaki	context
huahuatau	metaphor
huarite	rhyme
huatau	concept
huatau/whakaaro	ideas
huatau matua	key ideas
hunga whakarongo/pānui/mātakitaki	audience
huritao	reflect
huritao takamua	preview

## I

ipāho

podcast

## K

kahaoro

volume

kāhua kaituhi

writer profile

kai tūraru

risk taking

kaimahi whakaputa

actor-emphatic

kaipānuī motuhake

independent reader

kaitā pikitia

illustrator

kanorau

diverse

kārawarawa

punctuation

kare ā-roto

emotion

kātū

genre

kaupapa ako ngātahi

collaborative projects

kaupapa ārita

sensitive topic

kī horipū

quote

kīanga

expression, saying

kīanga pūtake

clause/comment of reason

kīhono

conjunction

kīpaki

slang

kīpeha

figurative expressions

kiripuaki

character

kiritōpū

collective (collectivity)

kiritūnei

first person (voice/narrative)

kiritūnā

second person (voice/narrative)

kiritūrā

third person (voice/narrative)

kokenga

progress

kore auau

low frequency

kōrero

narrative, text

kōrero autaki

talk around

kōrero horihori

misinformation

kōrero taikākā

important information

kōrero tene

impromptu speaking

kōrero tīrangorango

jumbled text

kōrero whaiaro

self-talk

kōtuitui

synthesise

kuhi

affix

kūmuri whakahāngū

passive suffix

kūmuri whakaingoa

noun suffix

kūoro

syllable

kūoro pūrua

single consonant-vowel syllables

kūororau

multisyllabic

kupu āhuareka

interest words, near synonym

kupu āhukahuka

sight word

kupu auau

high frequency words

kupu kakare

emotive word

kupu kaupapa

subject-related word

kupu kiko

content word

kupu motuhake

specialised vocabulary

kupu pūhui

compound word

kupu tauaro

antonym

kupu taurite

synonym

kupu tuatini

complex word

kupu waiwai

basic vocabulary

kupu whakamōmona

hyperbole

kupu whakarite

simile

## M

mahi ngātahi

collaboration

māia

confidence

<b>manawataki</b>	rhythm
<b>matapaki</b>	discuss
<b>matapakinga</b>	discussion
<b>matapōkere (tia)</b>	randomly
<b>matawhānui</b>	comprehensive
<b>matawhawhati</b>	unexpected
<b>matihiko</b>	digital
<b>mauminamina</b>	receptive
<b>mōhio</b>	recognise
<b>momo reo</b>	register, text type
<b>N</b>	
<b>nuka reo</b>	language device
<b>nuka whakanahanaha</b>	organisational device
<b>NG</b>	
<b>ngākau aroha</b>	empathy
<b>ngākau whakaute</b>	respect
<b>ngaku</b>	strip (of paper)
<b>ngohe</b>	activities
<b>O</b>	
<b>ohia manomano</b>	brainstorm
<b>oro</b>	pitch, sound
<b>oro arapū ā-tā</b>	alphabetic principle
<b>orokati</b>	consonant
<b>orokati pūrua</b>	digraph
<b>orokati tārua</b>	alliteration
<b>oromotu</b>	phoneme
<b>oropuare</b>	vowel
<b>oropuare pūrua</b>	vowel blend
<b>oropuare tārua</b>	assonance
<b>ororite</b>	onomatopoeia
<b>orotuhi</b>	grapheme
<b>P</b>	
<b>pae tuihono</b>	online platform
<b>paearu</b>	criteria
<b>pāhekoheko</b>	interact
<b>paki, pakiwaitara</b>	story
<b>pākiki</b>	curious
<b>pakini</b>	apostrophe
<b>pānui anō</b>	re-reading
<b>pānui whakatika</b>	proof-reading
<b>pāpāho</b>	media
<b>paparanga tikanga</b>	layers of meaning
<b>paparua (tanga)</b>	restate
<b>pāpātanga</b>	impact
<b>parahau</b>	justify
<b>pārekareka</b>	interesting
<b>pārongo ataata</b>	visual information
<b>pārongo hauarea</b>	irrelevant information
<b>pārongo mātuatua</b>	key information
<b>pārongo, kōrero</b>	information
<b>pātai turuki</b>	follow-up question
<b>pātai tuwhera</b>	open-ended question
<b>pepa hāpiapia</b>	post-it note
<b>Pikinare</b>	Pictionary
<b>pikitia ataata</b>	visual picture
<b>piko</b>	comma
<b>pohewa</b>	imagination
<b>pono</b>	reliable, reliability

<b>pū</b>	letter
<b>pūāhua</b>	situation
<b>pūkenga nukuiti</b>	fine motor skills
<b>pūkenga pāhekoheko</b>	interpersonal (communication) skill
<b>pūkenga pāpori</b>	social skills
<b>pūkenga whakawhiti kōrero</b>	communicating skills
<b>puku</b>	body (of a text)
<b>pūmanawa</b>	ability
<b>pūmanawa patokupu</b>	word processing application
<b>pūmatua</b>	upper-case letter
<b>pūriki</b>	lower-case letter
<b>pūriro/pūpānga</b>	possessive particle
<b>pūrua</b>	double vowel
<b>pūtake/take o te kōrero</b>	purpose (of communicating)
<b>pūtakenga whakawhitiwhiti kōrero</b>	text purposes
<b>pūtohu</b>	modifier

**R**

<b>ranga wairua</b>	inspiration
<b>rārangi puna kōrero</b>	bibliography
<b>rātaka</b>	diary
<b>raupapa</b>	sequence
<b>rautaki</b>	strategies
<b>rawa ōkiko</b>	concrete object
<b>raweke</b>	manipulate
<b>reo ā-iwi</b>	dialect
<b>reo ā-tuhi</b>	written word
<b>reo ihiihi</b>	expressive language
<b>reo kakare</b>	emotive language
<b>reo o te ngākau</b>	empathetic language
<b>reo ōpaki</b>	informal language
<b>reo peha</b>	figurative language
<b>reo pohewa</b>	imagery
<b>reo tinana</b>	body language
<b>reo tohu</b>	symbolism
<b>reo whakaahua</b>	descriptive language
<b>rereāhua</b>	descriptive sentence
<b>rereingoa</b>	nominal sentence
<b>rerekaimahi</b>	actor emphatic sentence
<b>reremahi</b>	verbal sentence
<b>reremahi āhua</b>	stative sentence
<b>rerenga</b>	sentence
<b>rerenga tuatini</b>	complex sentences
<b>rerepānga</b>	possessive sentence
<b>rerepūhui</b>	compound sentence
<b>reretūpono</b>	conditional sentence
<b>ringatoi</b>	artist
<b>ritenga</b>	manners
<b>rōnaki</b>	clines (game)
<b>Rūnanga Kura</b>	Board of Trustees

**T**

<b>tāhū o te paki</b>	storyline
<b>taipitopito</b>	detail
<b>takatā</b>	edit
<b>takawaenga</b>	facilitator
<b>taki</b>	recount
<b>takirua</b>	retell
<b>tāmuramura</b>	highlight
<b>tāruarua</b>	repetition
<b>tātaitanga whakaahua</b>	graphic organiser

<b>tātaki kupu</b>	spell
<b>tātari</b>	analyse
<b>tātari arohaehae</b>	critically analyse/evaluate
<b>tātauirā</b>	template
<b>taumata</b>	degrees
<b>tautohe</b>	controversial
<b>tautohe/tautohetohe</b>	argument
<b>tautohu</b>	identify
<b>tāuutuutu</b>	take turns
<b>tāwhai (-tanga)</b>	imitate
<b>te reo tūhono i te take me te pānga</b>	conjunction (of reason)
<b>tīaroaro</b>	alignment (of text)
<b>tikanga tuhi</b>	orthographic convention
<b>tikanga whakaaro</b>	thinking tool
<b>tīmatanga mahi</b>	stimulus
<b>tīrangorango</b>	mix
<b>tīwae</b>	column
<b>tīwhiri horopaki</b>	contextual clues
<b>tohu ā-tinana</b>	body cue
<b>tohu kī</b>	quote mark
<b>tohuoho</b>	exclamation mark
<b>tohotohu</b>	instruct
<b>tohoto</b>	reference
<b>toikupu</b>	poetry
<b>topenga ataata</b>	video clip
<b>tūāhua</b>	adjective
<b>tūāhuatanga</b>	scenario
<b>tuakiri</b>	identity
<b>tūāpapa o te reo</b>	basics of language
<b>tuhi tīpoka</b>	note taking
<b>tuhinga paki</b>	narrative text
<b>tūhonohono</b>	cohesive
<b>tūhura</b>	explore
<b>tūingoa</b>	noun
<b>tūkē</b>	adverb
<b>tukutuku</b>	grid
<b>tūmahī ingoa</b>	gerund, derived noun
<b>tūoho</b>	awareness
<b>tūoho whaiaro</b>	self-awareness
<b>tuone</b>	gesture
<b>tūpou</b>	pronoun
<b>tute</b>	prompt
<b>tūtohi</b>	chart
<b>tūtohi whakauru</b>	substitution table
<b>U</b>	
<b>uhingaro</b>	code
<b>urupare</b>	respond, response
<b>W</b>	
<b>waehanga</b>	component
<b>waihanga</b>	constructing
<b>waihanga o te kiripuaki</b>	characterisation
<b>waiwai</b>	basic
<b>wairua tōkeke</b>	diplomatic/equity
<b>wāmahi</b>	tense
<b>wehewehe</b>	differentiate/distinguish
<b>weteoro</b>	decode
<b>wetereo</b>	grammar

## WH

whai wāhi	engage
whai wāhi hihiri	active participation
whaiaro	personal
whakaahua	description, illustration
whakaahua ā-hinengaro	imaging
whakaahua; whakaahua ā-kupu	describe
whakaahuahanga	representation
whakaari	act, play (drama)
whakaari taketake	original story
whakaaro ā-waha	think aloud
whakaaro arohaehae	critical thinking
whakaaroaro; whai whakaaro	consider
whakaatu	demonstrate, depict
whakaawhiwhitanga	approximation
whakahangahanga	diplomatic
whakahāngai	adapt, make relevant
whakaharatau	practice
whakahoa	relate (to a character)
whakahokinga whaihua	constructive feedback
whakahua	enunciate, pronunciation
whakakapi	replace
whakakapinga	conclusion
whakamāori	interpret
whakamārama	explain
whakamaumahara	memorise
whakaōrite	consistent, consistently
whakapai ake	refine
whakapalepake	convince
whakapapa reo	language profile
whakapoto	concise, concisely
whakapūaho	caption
whakapuakanga	expression, phrasing
whakapuaki	express
whakapuaki anō	paraphrase, rephrase
whakapūmau	confirming
whakaputa	communicate (ideas)
whakarāpopoto	summarise
whakari ngū	mime
whakarongo pīkari	active listening
whakatairite	compare
whakatakune	charades
whakatau	role play
whakatauaro	contrast
whakatauirā	model
whakatauiratanga mataaho	explicit modelling
whakatautau	dramatisation
whakatika	recite
whakatika aropā	peer correction
whakatika whaiaro	self-correct
whakaū	affirm
whakauru	substitution
whakawhānui	expanding
whakawhānui/whakawhanake	develop
whakawhere	persuasive
whakawhiti	transition
whakawhiti kōrero	communicate (text)
whakawhiti whakaaro	negotiate
whakawhitinga kōrero	dialogue
whētui	fold

