

The Arts

Achievement Objective
Curriculum Level 1

Learning Area Cards
DTHM for kaiako

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Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

Learning area: The Arts
Curriculum level: 1
Component: Drama
Strand: Communicating and Interpreting

Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.

Learning area: The Arts
Curriculum level: 1
Component: Dance
Strand: Communicating and Interpreting

Respond to live and recorded music.

Learning area: The Arts
Curriculum level: 1
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Share music making with others.

Learning area: The Arts
Curriculum level: 1
Component: Music – Sound Arts
Strand: Communicating and Interpreting

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Improvise and explore movement ideas in response to a variety of stimuli.

Learning area: The Arts
Curriculum level: 1
Component: Dance
Strand: Developing Ideas

Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Learning area: The Arts
Curriculum level: 1
Component: Visual Arts
Strand: Communicating and Interpreting

Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.

Learning area: The Arts
Curriculum level: 1
Component: Music – Sound Arts
Strand: Developing Ideas

Contribute and develop ideas in drama, using personal experience and imagination.

Learning area: The Arts
Curriculum level: 1
Component: Drama
Strand: Developing Ideas

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Investigate visual ideas in response to a variety of motivations, observation, and imagination.

Learning area: The Arts
Curriculum level: 1
Component: Visual Arts
Strand: Developing Ideas

Explore ways to represent sound and musical ideas.

Learning area: The Arts
Curriculum level: 1
Component: Music – Sound Arts
Strand: Developing Ideas

Explore the elements of role, focus, action, tension, time, and space through dramatic play.

Learning area: The Arts
Curriculum level: 1
Component: Drama
Strand: Developing Practical Knowledge

Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.

Learning area: The Arts
Curriculum level: 1
Component: Dance
Strand: Developing Practical Knowledge

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Explore a variety of materials and tools and discover elements and selected principles.

Learning area: The Arts
Curriculum level: 1
Component: Visual Arts
Strand: Developing Practical Knowledge

Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.

Learning area: The Arts
Curriculum level: 1
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

Learning area: The Arts
Curriculum level: 1
Component: Drama
Strand: Understanding the Arts in Context

Demonstrate an awareness of dance in their lives and in their communities.

Learning area: The Arts
Curriculum level: 1
Component: Dance
Strand: Understanding the Arts in Context

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Share ideas about how and why their own and others' works are made and their purpose, value, and context.

Learning area: The Arts
Curriculum level: 1
Component: Visual Arts
Strand: Understanding the Arts in Context

Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

Learning area: The Arts
Curriculum level: 1
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Recognise and begin to understand how language features are used for effect within and across texts.
indicators:
begins to recognise that oral, written, and visual language features can be used for effect;
recognises a large bank of high frequency and some topic specific words;
shows some knowledge of the text conventions, such as capital letters, full stops, and word order; volume and clarity; and simple symbols.

Learning area: English
Curriculum level: 1
Component: Listening, Reading, and Viewing
Strand: Language features

Recognise and identify ideas within and across texts.
indicators:
understands that personal experience can influence the meaning gained from texts;
makes meaning of texts by identifying ideas in some texts.

Learning area: English
Curriculum level: 1
Component: Listening, Reading, and Viewing
Strand: Ideas

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Recognise that texts are shaped for different purposes and audiences.

indicators:

identifies the purposes of simple

texts;

evaluates the usefulness of simple

texts.

Learning area: English

Curriculum level: 1

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

indicators:

selects and reads texts for enjoyment and personal fulfilment;

has an awareness of the connections between oral, written, and visual language;

uses sources of information (meaning, structure, visual and grapho phonic information and prior knowledge to make sense of a range of texts;

associates sounds with letter clusters as well as with individual letters;

uses processing and some comprehension strategies with some confidence;

is developing the ability to think critically about texts;

begins to monitor, self evaluate, and describe progress.

Learning area: English

Curriculum level: 1

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

Form and express ideas on a range of topics.

indicators:

forms and expresses simple ideas

and information, usually drawing

from personal experience and

knowledge;

begins to support ideas with some

detail.

Learning area: English

Curriculum level: 1

Component: Speaking, Writing, Presenting

Strand: Ideas

Recognise and begin to understand text structures.

indicators:

understands that the order and organisation of words, sentences, and images contribute to text

meaning;

recognises some text forms and

some differences between them.

Learning area: English

Curriculum level: 1

Component: Listening, Reading, and Viewing

Strand: Structure

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Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

indicators:

has an awareness of the connections between oral, written, and visual language when creating text; creates texts by using meaning, structure, visual and grapho phonic sources of information, prior knowledge, and some processing strategies with some confidence; seeks feedback and makes changes to texts; is becoming reflective about the production of own texts; begins to monitor, self evaluate, and describe progress.

Learning area: English

Curriculum level: 1

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Use language features, showing some recognition of their effects.

indicators:

uses some oral, written, and visual language features to create meaning and effect; uses a range of high frequency, topic specific, and personal content words to create meaning; spells some high frequency words correctly and begins to use some common spelling patterns; begins to use some strategies to self correct and monitor spelling; writes most letters and number forms legibly when creating texts; begins to gain control of text conventions such as: capital letters and full stops; some basic grammatical conventions; volume, clarity, and tone; and simple symbols.

Learning area: English

Curriculum level: 1

Component: Speaking, Writing, Presenting

Strand: Language features

Organise texts, using simple structures.

indicators:

uses knowledge of word and sentence order to communicate meaning in simple texts; begins to sequence ideas and information; uses simple sentences with some variation in beginnings; may attempt compound and complex sentences.

Learning area: English

Curriculum level: 1

Component: Speaking, Writing, Presenting

Strand: Structure

Recognise how to shape texts for a purpose and an audience.

indicators:

constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language, and text form; expects the texts they create to be understood, responded to, and appreciated by others; is developing and conveying personal voice where appropriate.

Learning area: English

Curriculum level: 1

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Health and Physical Education

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Take individual and collective action to contribute to environments that can be enjoyed by all.

Learning area: Health and Physical Education

Curriculum level: 1

Component: Healthy Communities and Environments

Strand: Rights, responsibilities, and laws; People and the environment

Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

Learning area: Health and Physical Education

Curriculum level: 1

Component: Healthy Communities and Environments

Strand: Community resources

Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

Learning area: Health and Physical Education

Curriculum level: 1

Component: Movement Concepts and Motor Skills

Strand: Positive attitudes; Challenges and social and cultural factors

Develop a wide range of movement skills, using a variety of equipment and play environments.

Learning area: Health and Physical Education

Curriculum level: 1

Component: Movement Concepts and Motor Skills

Strand: Movement skills; Science and technology

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Describe themselves in relation to a range of contexts.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Personal Health and Physical Development
Strand: Personal identity

Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Personal Health and Physical Development
Strand: Personal growth and development

Describe and use safe practices in a range of contexts and identify people who can help.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Personal Health and Physical Development
Strand: Safety management

Participate in creative and regular physical activities and identify enjoyable experiences.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Personal Health and Physical Development
Strand: Regular physical activity

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Learning Languages

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Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Relationships with Other People
Strand: Interpersonal skills

Demonstrate respect through sharing and co-operation in groups.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Produce and respond to questions and requests.

Learning area: Learning Languages
Curriculum level: 1
Component: Communication
Strand: Managing self and relating to others

Explore and share ideas about relationships with other people.

Learning area: Health and Physical Education
Curriculum level: 1
Component: Relationships with Other People
Strand: Relationships

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Receive and produce information.

Learning area: Learning Languages

Curriculum level: 1

Component: Communication

Strand: Selecting and using language, symbols, and texts to communicate

Show social awareness when interacting with others.

Learning area: Learning Languages

Curriculum level: 1

Component: Communication

Strand: Participating and contributing in communities

Make connections with known culture(s).

Learning area: Learning Languages

Curriculum level: 1

Component: Cultural Knowledge

Strand: N/A

Recognise that the target culture(s) is (are) organised in particular ways.

Learning area: Learning Languages

Curriculum level: 1

Component: Cultural Knowledge

Strand: N/A

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Make connections with their own language(s).

Learning area: Learning Languages
Curriculum level: 1
Component: Language Knowledge
Strand: N/A

Recognise that the target language is organised in particular ways.

Learning area: Learning Languages
Curriculum level: 1
Component: Language Knowledge
Strand: N/A

Give and follow instructions for movement that involves distances, directions, and half or quarter turns.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Geometry and Measurement
Strand: Position and Orientation

Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Geometry and Measurement
Strand: Measurement

Mathematics and Statistics

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Mathematics and Statistics

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Sort objects by their appearance.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Geometry and Measurement
Strand: Shape

Describe their position relative to a person or object.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Geometry and Measurement
Strand: Position and Orientation

Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Number and Algebra
Strand: Equations and expressions

Communicate and record the results of translations, reflections, and rotations on plane shapes.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Geometry and Measurement
Strand: Transformation

Mathematics and Statistics

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Know groupings with five, within ten and with ten.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Number and Algebra
Strand: Number knowledge

Know the forward and backward counting sequences of whole numbers to 100.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Number and Algebra
Strand: Number knowledge

Create and continue sequential patterns.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Number and Algebra
Strand: Patterns and relationships

Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Number and Algebra
Strand: Patterns and relationships

Mathematics and Statistics

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Conduct investigations using the statistical enquiry cycle:
posing and answering questions;
gathering, sorting and counting,
and displaying category data;
discussing the results.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Statistics
Strand: Statistical Investigation

Use a range of counting, grouping,
and equal-sharing strategies with
whole numbers and fractions.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Number and Algebra
Strand: Number strategies

Investigate situations that involve
elements of chance, acknowledging
and anticipating possible outcomes.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Statistics
Strand: Probability

Interpret statements made by
others from statistical investigations
and probability activities.

Learning area: Mathematics and Statistics
Curriculum level: 1
Component: Statistics
Strand: Statistical Literacy

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Recognise that there are lots of different living things in the world and that they can be grouped in different ways.

Learning area: Science
Curriculum level: 1
Component: Living World
Strand: Evolution

Recognise that living things are suited to their particular habitat.

Learning area: Science
Curriculum level: 1
Component: Living World
Strand: Ecology

Recognise that all living things have certain requirements so they can stay alive.

Learning area: Science
Curriculum level: 1
Component: Living World
Strand: Life processes

Explain how we know that some living things from the past are now extinct.

Learning area: Science
Curriculum level: 1
Component: Living World
Strand: Evolution

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Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Learning area: Science
Curriculum level: 1
Component: Material World
Strand: Properties and changes of matter

Find out about the uses of common materials and relate these to their observed properties.

Learning area: Science
Curriculum level: 1
Component: Material World
Strand: Chemistry and society

Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Learning area: Science
Curriculum level: 1
Component: Nature of Science
Strand: Investigating in science

Build their language and develop their understandings of the many ways the natural world can be represented.

Learning area: Science
Curriculum level: 1
Component: Nature of Science
Strand: Communicating in science

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Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Learning area: Science
Curriculum level: 1
Component: Nature of Science
Strand: Understanding about science

Explore and act on issues and questions that link their science learning to their daily living.

Learning area: Science
Curriculum level: 1
Component: Nature of Science
Strand: Participating and contributing

Seek and describe simple patterns in physical phenomena.

Learning area: Science
Curriculum level: 1
Component: Physical World
Strand: Physical inquiry and physics concepts

Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.

Learning area: Science
Curriculum level: 1
Component: Physical World
Strand: Physical inquiry and physics concepts

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Social Sciences

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Explore and describe natural features and resources.

Learning area: Science
Curriculum level: 1
Component: Planet Earth and Beyond
Strand: Earth systems

Share ideas and observations about the Sun and the Moon and their physical effects on the heat and light available to Earth.

Learning area: Science
Curriculum level: 1
Component: Planet Earth and Beyond
Strand: Astronomical systems

Understand how belonging to groups is important for people.

Learning area: Social Sciences
Curriculum level: 1
Component: Social Studies
Strand: N/A

Describe how natural features are changed and resources affected by natural events and human actions.

Learning area: Science
Curriculum level: 1
Component: Planet Earth and Beyond
Strand: Interacting systems

Social Sciences

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Understand how the past is important to people.

Learning area: Social Sciences
Curriculum level: 1
Component: Social Studies
Strand: N/A

Understand how people have different roles and responsibilities as part of their participation in groups.

Learning area: Social Sciences
Curriculum level: 1
Component: Social Studies
Strand: N/A

Understand how the cultures of people in New Zealand are expressed in their daily lives.

Learning area: Social Sciences
Curriculum level: 1
Component: Social Studies
Strand: N/A

Understand how places in New Zealand are significant for individuals and groups.

Learning area: Social Sciences
Curriculum level: 1
Component: Social Studies
Strand: N/A

Technology

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Understand that technological products are made from materials that have performance properties.

Learning area: Technology
Curriculum level: 1
Component: Technological Knowledge
Strand: Technological products

Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.

Learning area: Technology
Curriculum level: 1
Component: Technological Knowledge
Strand: Technological modelling

Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.

Learning area: Technology
Curriculum level: 1
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Understand that technological systems have inputs, controlled transformations, and outputs.

Learning area: Technology
Curriculum level: 1
Component: Technological Knowledge
Strand: Technological systems

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Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

Learning area: Technology
Curriculum level: 1
Component: Technological Practice
Strand: Brief development

Understand that technology is purposeful intervention through design.

Learning area: Technology
Curriculum level: 1
Component: Nature of Technology
Strand: Characteristics of technology

Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

Learning area: Technology
Curriculum level: 1
Component: Technological Practice
Strand: Planning for practice

Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

Learning area: Technology
Curriculum level: 1
Component: Technological Practice
Strand: Outcome development and evaluation