

The Arts

Achievement Objective
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Share drama through informal presentation and respond to elements of drama in their own and others' work.

Learning area: The Arts
Curriculum level: 2
Component: Drama
Strand: Communicating and Interpreting

Share dance movement through informal presentation and identify the use of the elements of dance.

Learning area: The Arts
Curriculum level: 2
Component: Dance
Strand: Communicating and Interpreting

Respond to live and recorded music.

Learning area: The Arts
Curriculum level: 2
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Share music making with others, using basic performance skills and techniques.

Learning area: The Arts
Curriculum level: 2
Component: Music – Sound Arts
Strand: Communicating and Interpreting

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Use the elements of dance in purposeful ways to respond to a variety of stimuli.

Learning area: The Arts
Curriculum level: 2
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: 2
Component: Visual Arts
Strand: Communicating and Interpreting

Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.

Learning area: The Arts
Curriculum level: 2
Component: Music – Sound Arts
Strand: Developing Ideas

Develop and sustain ideas in drama, based on personal experience and imagination.

Learning area: The Arts
Curriculum level: 2
Component: Drama
Strand: Developing Ideas

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

Learning area: The Arts
Curriculum level: 2
Component: Visual Arts
Strand: Developing Ideas

Explore ways to represent sound and musical ideas.

Learning area: The Arts
Curriculum level: 2
Component: Music – Sound Arts
Strand: Developing Ideas

Explore and use elements of drama for different purposes.

Learning area: The Arts
Curriculum level: 2
Component: Drama
Strand: Developing Practical Knowledge

Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.

Learning area: The Arts
Curriculum level: 2
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: 2
Component: Visual Arts
Strand: Developing Practical Knowledge

Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.

Learning area: The Arts
Curriculum level: 2
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

Identify and describe how drama serves a variety of purposes in their lives and their communities.

Learning area: The Arts
Curriculum level: 2
Component: Drama
Strand: Understanding the Arts in Context

Identify and describe dance in their lives and in their communities.

Learning area: The Arts
Curriculum level: 2
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: 2
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: 2
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Show some understanding of how language features are used for effect within and across texts.
indicators:
recognises that oral, written, and visual language features can be used for effect;
uses a large and increasing bank of high frequency, topic specific, and personal content words to make meaning;
shows an increasing knowledge of the conventions of text;
recognises that authors have different voices and styles.

Learning area: English
Curriculum level: 2
Component: Listening, Reading, and Viewing
Strand: Language features

Show some understanding of ideas within, across, and beyond texts.
indicators:
uses their personal experience and world and literacy knowledge to make meaning from texts;
makes meaning of increasingly complex texts by identifying main ideas;
makes and supports inferences from texts with some independence.

Learning area: English
Curriculum level: 2
Component: Listening, Reading, and Viewing
Strand: Ideas

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Show some understanding of how texts are shaped for different purposes and audiences.

indicators:

recognises how texts are constructed for different purposes, audiences, and situations; understands that texts are created from a particular point of view; evaluates the reliability and usefulness of texts with some confidence.

Learning area: English

Curriculum level: 2

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

and reads texts for enjoyment and personal fulfilment; recognises connections between oral, written, and visual language;

selects and uses sources of information (meaning, structure, visual and grapho phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts;

uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions; selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;

thinks critically about texts with some confidence;

monitors, self evaluates, and describes progress with some confidence.

Learning area: English

Curriculum level: 2

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

Select, form, and express ideas on a range of topics.

indicators:

forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge; begins to add or delete details and comments, showing some selectivity in the process.

Learning area: English

Curriculum level: 2

Component: Speaking, Writing, Presenting

Strand: Ideas

Show some understanding of text structures.

indicators:

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

recognises an increasing range of text forms and differences between them.

Learning area: English

Curriculum level: 2

Component: Listening, Reading, and Viewing

Strand: Structure

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Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

indicators:

shows some understanding of the connections between oral, written, and visual language when creating texts; creates texts by using meaning, structure, visual and grapho phonic sources of information, and processing strategies with growing confidence; seeks feedback and makes changes to texts to improve clarity and meaning; is reflective about the production of texts: monitors, self evaluates, and describes progress with some confidence.

Learning area: English

Curriculum level: 2

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Use language features appropriately, showing some understanding of their effects.

indicators:

uses oral, written, and visual language features to create meaning and effect; uses a large and increasing bank of high frequency, topic specific, and personal content words to create meaning; spells most high frequency words correctly and shows growing knowledge of common spelling patterns; uses a range of strategies to self monitor and self correct spelling; writes legibly and with increasing fluency when creating texts; gains increasing control of text conventions, including some grammatical conventions.

Learning area: English

Curriculum level: 2

Component: Speaking, Writing, Presenting

Strand: Language features

Organise texts using a range of structures.

indicators::

uses knowledge of word and sentence order to communicate meaning when creating text; organises and sequences ideas and information with some confidence; begins to use a variety of sentence structures, beginnings, and lengths.

Learning area: English

Curriculum level: 2

Component: Speaking, Writing, Presenting

Strand: Structure

Show some understanding of how to shape texts for different purposes and audiences.

indicators:

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

Learning area: English

Curriculum level: 2

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Health and Physical Education

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Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Healthy Communities and Environments
Strand: Rights, responsibilities, and laws; People and the environment

Identify and use local community resources and explain how these contribute to a healthy community.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Healthy Communities and Environments
Strand: Community resources

Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Movement Concepts and Motor Skills
Strand: Challenges and social and cultural factors

Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Healthy Communities and Environments
Strand: Societal attitudes and values

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Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Movement Concepts and Motor Skills
Strand: Positive attitudes

Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Movement Concepts and Motor Skills
Strand: Movement skills

Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Personal Health and Physical Development
Strand: Personal growth and development

Use modified equipment in a range of contexts and identify how this enhances movement experiences.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Movement Concepts and Motor Skills
Strand: Science and technology

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Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Personal Health and Physical Development
Strand: Regular physical activity

Identify personal qualities that contribute to a sense of self-worth.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Personal Health and Physical Development
Strand: Personal identity

Describe how individuals and groups share characteristics and are also unique.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Identify risk and use safe practices in a range of contexts.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Personal Health and Physical Development
Strand: Safety management

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Learning Languages

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Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Relationships with Other People
Strand: Relationships

Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Learning area: Health and Physical Education
Curriculum level: 2
Component: Relationships with Other People
Strand: Interpersonal skills

Show social awareness when interacting with others.

Learning area: Learning Languages
Curriculum level: 2
Component: Communication
Strand: Participating and contributing in communities

Produce and respond to questions and requests.

Learning area: Learning Languages
Curriculum level: 2
Component: Communication
Strand: Managing self and relating to others

Learning Languages

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

Learning area: Learning Languages
Curriculum level: 2
Component: Cultural Knowledge
Strand: N/A

Receive and produce information.

Learning area: Learning Languages
Curriculum level: 2
Component: Communication
Strand: Selecting and using language, symbols, and texts to communicate

Recognise that the target language is organised in particular ways.

Learning area: Learning Languages
Curriculum level: 2
Component: Language Knowledge
Strand: N/A

Make connections with known culture(s).

Learning area: Learning Languages
Curriculum level: 2
Component: Cultural Knowledge
Strand: N/A

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Mathematics and Statistics

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Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Measurement

Make connections with their own language(s).

Learning area: Learning Languages
Curriculum level: 2
Component: Language Knowledge
Strand: N/A

Create and use simple maps to show position and direction.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Position and Orientation

Partition and/or combine like measures and communicate them, using numbers and units.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Measurement

Mathematics and Statistics

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Mathematics and Statistics

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Sort objects by their spatial features, with justification.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Shape

Describe different views and pathways from locations on a map.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Position and Orientation

Predict and communicate the results of translations, reflections, and rotations on plane shapes.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Transformation

Identify and describe the plane shapes found in objects.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Geometry and Measurement
Strand: Shape

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Know forward and backward counting sequences with whole numbers to at least 1000.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Number knowledge

Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Equations and expressions

Know how many ones, tens, and hundreds are in whole numbers to at least 1000.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Number knowledge

Know the basic addition and subtraction facts.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Number knowledge

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Generalise that whole numbers can be partitioned in many ways.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Patterns and relationships

Know simple fractions in everyday use.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Number knowledge

Use simple additive strategies with whole numbers and fractions.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Number strategies

Find rules for the next member in a sequential pattern.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Number and Algebra
Strand: Patterns and relationships

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Science

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Conduct investigations, using the statistical enquiry cycle:
posing and answering questions;
gathering, sorting, and displaying category and whole number data;
communicating findings based on the data.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Statistics
Strand: Statistical Investigation

Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Statistics
Strand: Probability

Recognise that living things are suited to their particular habitat.

Learning area: Science
Curriculum level: 2
Component: Living World
Strand: Ecology

Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.

Learning area: Mathematics and Statistics
Curriculum level: 2
Component: Statistics
Strand: Statistical Literacy

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

Learning area: Science
Curriculum level: 2
Component: Living World
Strand: Evolution

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: 2
Component: Living World
Strand: Evolution

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

Learning area: Science
Curriculum level: 2
Component: Material World
Strand: Chemistry and society

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

Learning area: Science
Curriculum level: 2
Component: Living World
Strand: Life processes

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

Learning area: Science
Curriculum level: 2
Component: Nature of Science
Strand: Communicating in science

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: 2
Component: Material World
Strand: Properties and changes of matter

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

Learning area: Science
Curriculum level: 2
Component: Nature of Science
Strand: Participating and contributing

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

Learning area: Science
Curriculum level: 2
Component: Nature of Science
Strand: Investigating in science

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

Learning area: Science
Curriculum level: 2
Component: Physical World
Strand: Physical inquiry and physics concepts

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: 2
Component: Nature of Science
Strand: Understanding about science

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: 2
Component: Planet Earth and Beyond
Strand: Astronomical systems

Seek and describe simple patterns in physical phenomena.

Learning area: Science
Curriculum level: 2
Component: Physical World
Strand: Physical inquiry and physics concepts

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Social Sciences

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Social Sciences

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

Learning area: Science
Curriculum level: 2
Component: Planet Earth and Beyond
Strand: Interacting systems

Explore and describe natural features and resources.

Learning area: Science
Curriculum level: 2
Component: Planet Earth and Beyond
Strand: Earth systems

Understand how people make choices to meet their needs and wants.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

Social Sciences

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Understand how time and change affect peoples' lives.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

Understand how cultural practices reflect and express peoples' customs, traditions, and values.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

Understand how people make significant contributions to New Zealand's society.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

Understand how places influence people and people influence places.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

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Technology

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Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

Learning area: Technology
Curriculum level: 2
Component: Technological Knowledge
Strand: Technological modelling

Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Learning area: Social Sciences
Curriculum level: 2
Component: Social Studies
Strand: N/A

Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.

Learning area: Technology
Curriculum level: 2
Component: Technological Knowledge
Strand: Technological systems

Understand that there is a relationship between a material used and its performance properties in a technological product.

Learning area: Technology
Curriculum level: 2
Component: Technological Knowledge
Strand: Technological products

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Technology

Achievement Objective
Curriculum Level 2

Learning Area Cards
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Understand that technology both reflects and changes society and the environment and increases people's capability.

Learning area: Technology
Curriculum level: 2
Component: Nature of Technology
Strand: Characteristics of technology

Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Learning area: Technology
Curriculum level: 2
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

Learning area: Technology
Curriculum level: 2
Component: Technological Practice
Strand: Outcome development and evaluation

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

Learning area: Technology
Curriculum level: 2
Component: Technological Practice
Strand: Brief development

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Develop a plan that identifies the key stages and the resources required to complete an outcome.

Learning area: Technology
Curriculum level: 2
Component: Technological Practice
Strand: Planning for practice