

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Describe and record how the purpose of selected dances is expressed through the movement.

Learning area: The Arts
Curriculum level: 4
Component: Dance
Strand: Communicating and Interpreting

Prepare and present dance, with an awareness of the performance context.

Learning area: The Arts
Curriculum level: 4
Component: Dance
Strand: Communicating and Interpreting

Prepare, rehearse, and present performance of music, using performance skills and techniques.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.

Learning area: The Arts
Curriculum level: 4
Component: Drama
Strand: Communicating and Interpreting

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

Learning area: The Arts
Curriculum level: 4
Component: Visual Arts
Strand: Communicating and Interpreting

Reflect on the expressive qualities of their own and others' music, both live and recorded.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Initiate and refine ideas with others to plan and develop drama.

Learning area: The Arts
Curriculum level: 4
Component: Drama
Strand: Developing Ideas

Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.

Learning area: The Arts
Curriculum level: 4
Component: Dance
Strand: Developing Ideas

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Represent sound and musical ideas in a variety of ways.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Developing Ideas

Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Developing Ideas

Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.

Learning area: The Arts
Curriculum level: 4
Component: Dance
Strand: Developing Practical Knowledge

Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

Learning area: The Arts
Curriculum level: 4
Component: Visual Arts
Strand: Developing Ideas

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Use conventions to structure drama.

Learning area: The Arts
Curriculum level: 4
Component: Drama
Strand: Developing Practical Knowledge

Select and use techniques and relevant technologies to develop drama practice.

Learning area: The Arts
Curriculum level: 4
Component: Drama
Strand: Developing Practical Knowledge

Explore and use art-making conventions applying knowledge of elements and selected principles through the use of materials and processes.

Learning area: The Arts
Curriculum level: 4
Component: Visual Arts
Strand: Developing Practical Knowledge

Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.

Learning area: The Arts
Curriculum level: 4
Component: Drama
Strand: Understanding the Arts in Context

Explore and describe how dance is used for different purposes in a variety of cultures and contexts.

Learning area: The Arts
Curriculum level: 4
Component: Dance
Strand: Understanding the Arts in Context

Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Learning area: The Arts
Curriculum level: 4
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

The Arts

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Show an increasing understanding of ideas within, across, and beyond texts.

indicators:

makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them; makes connections by thinking about underlying ideas within and between texts from a range of contexts; recognises that there may be more than one reading available within a text; makes and supports inferences from texts with increasing independence.

Learning area: English

Curriculum level: 4

Component: Listening, Reading, and Viewing

Strand: Ideas

Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Learning area: The Arts

Curriculum level: 4

Component: Visual Arts

Strand: Understanding the Arts in Context

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

indicators:

selects and reads texts for enjoyment and personal fulfilment; recognises and understands the connections between oral, written, and visual language; integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts; selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence; thinks critically about texts with increasing understanding and confidence; monitors, self evaluates, describes progress, and articulates learning with confidence.

Learning area: English

Curriculum level: 4

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

Show an increasing understanding of how language features are used for effect within and across texts.

indicators:

identifies oral, written, and visual features used and recognises and describes their effects; uses an increasing vocabulary to make meaning; shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively; knows that authors have different voices and styles and can identify and describe some of these differences.

Learning area: English

Curriculum level: 4

Component: Listening, Reading, and Viewing

Strand: Language features

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Show an increasing understanding of text structures.

indicators:

understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts;

identifies an increasing range of text forms and recognises and describes their characteristics and conventions.

Learning area: English

Curriculum level: 4

Component: Listening, Reading, and Viewing

Strand: Structure

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

indicators:

recognises and understands how texts are constructed for a range of purposes, audiences, and situations;

identifies particular points of view and recognises that texts can position a reader; evaluates the reliability and usefulness of texts with increasing confidence.

Learning area: English

Curriculum level: 4

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

Use a range of language features appropriately, showing an increasing understanding of their effects.

indicators:

uses a range of oral, written, and visual features to create meaning and effect and to sustain interest;

uses a range of vocabulary to communicate precise meaning;

demonstrates a good understanding of spelling patterns in written English, with few intrusive errors;

uses a wide range of strategies to self monitor and self correct spelling;

writes with increasing speed and endurance to suit the nature of the task and its purpose, without significant loss of legibility;

uses a range of text conventions, including grammatical conventions, appropriately, effectively, and with increasing accuracy.

Learning area: English

Curriculum level: 4

Component: Speaking, Writing, Presenting

Strand: Language features

Select, develop, and communicate ideas on a range of topics.

indicators:

forms and communicates ideas and information clearly, drawing on a range of sources;

adds or changes details and comments to support ideas, showing thoughtful selection in the process;

ideas show increasing awareness of a range of dimensions or viewpoints.

Learning area: English

Curriculum level: 4

Component: Speaking, Writing, Presenting

Strand: Ideas

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

English

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

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

indicators:

constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form; conveys and sustains personal voice where appropriate.

Learning area: English

Curriculum level: 4

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

indicators:

uses an increasing understanding of the connections between oral, written, and visual language when creating texts;
creates a range of texts by integrating sources of information and processing strategies with increasing confidence;
seeks feedback and makes changes to texts to improve clarity, meaning, and effect;
is reflective about the production of own texts: monitors and self evaluates progress, articulating learning with confidence.

Learning area: English

Curriculum level: 4

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

Learning area: Health and Physical Education

Curriculum level: 4

Component: Healthy Communities and Environments

Strand: Community resources

Organise texts using a range of appropriate structures.

indicators:

achieves some coherence and wholeness when constructing texts;
organises and sequences ideas and information for a particular purpose or effect;
uses a variety of sentence structures, beginnings, and lengths for effect.

Learning area: English

Curriculum level: 4

Component: Speaking, Writing, Presenting

Strand: Structure

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Healthy Communities and Environments
Strand: Societal attitudes and values

Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Healthy Communities and Environments
Strand: Rights, responsibilities, and laws; People and the environment

Demonstrate consistency and control of movement in a range of situations.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Movement Concepts and Motor Skills
Strand: Movement skills

Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Movement Concepts and Motor Skills
Strand: Challenges and social and cultural factors

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Movement Concepts and Motor Skills
Strand: Science and technology

Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Movement Concepts and Motor Skills
Strand: Positive attitudes

Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Personal Health and Physical Development
Strand: Personal identity

Describe the characteristics of pubertal change and discuss positive adjustment strategies.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Personal Health and Physical Development
Strand: Personal growth and development

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Access and use information to make and action safe choices in a range of contexts.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Personal Health and Physical Development
Strand: Safety management

Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Personal Health and Physical Development
Strand: Regular physical activity

Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Relationships with Other People
Strand: Interpersonal skills

Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Health and Physical Education

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Express and respond to personal needs and interests.

Learning area: Learning Languages
Curriculum level: 4
Component: Communication
Strand: Managing self and relating to others

Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Learning area: Health and Physical Education
Curriculum level: 4
Component: Relationships with Other People
Strand: Relationships

Understand and produce information and ideas.

Learning area: Learning Languages
Curriculum level: 4
Component: Communication
Strand: Selecting and using language, symbols, and texts to communicate

Use cultural knowledge to communicate appropriately.

Learning area: Learning Languages
Curriculum level: 4
Component: Communication
Strand: Participating and contributing in communities

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Learning Languages

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Compare and contrast cultural practices.

Learning area: Learning Languages
Curriculum level: 4
Component: Cultural Knowledge
Strand: N/A

Recognise and describe ways in which the target culture(s) is (are) organised.

Learning area: Learning Languages
Curriculum level: 4
Component: Cultural Knowledge
Strand: N/A

Compare and contrast languages.

Learning area: Learning Languages
Curriculum level: 4
Component: Language Knowledge
Strand: N/A

Recognise and describe ways in which the target language is organised.

Learning area: Learning Languages
Curriculum level: 4
Component: Language Knowledge
Strand: N/A

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Convert between metric units, using whole numbers and commonly used decimals.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Measurement

Use appropriate scales, devices, and metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Measurement

Interpret and use scales, timetables, and charts.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Measurement

Use side or edge lengths to find the perimeters and areas of rectangles, parallelograms, and triangles and the volumes of cuboids.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Measurement

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Identify classes of two- and three-dimensional shapes by their geometric properties.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Shape

Communicate and interpret locations and directions, using compass directions, distances, and grid references.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Position and Orientation

Use the invariant properties of figures and objects under transformations (reflection, rotation, translation, or enlargement).

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Transformation

Relate three-dimensional models to two-dimensional representations, and vice versa.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Geometry and Measurement
Strand: Shape

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Use a range of multiplicative strategies when operating on whole numbers.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Number strategies and knowledge

Form and solve simple linear equations.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Equations and expressions

Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Number strategies and knowledge

Understand addition and subtraction of fractions, decimals, and integers.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Number strategies and knowledge

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Know the equivalent decimal and percentage forms for everyday fractions.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Number strategies and knowledge

Apply simple linear proportions, including ordering fractions.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Number strategies and knowledge

Generalise properties of multiplication and division with whole numbers.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Patterns and relationships

Know the relative size and place value structure of positive and negative integers and decimals to three places.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Number strategies and knowledge

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of the possible outcomes, acknowledging variation and independence.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Statistics
Strand: Probability

Use graphs, tables, and rules to describe linear relationships found in number and spatial patterns.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Number and Algebra
Strand: Patterns and relationships

Plan and conduct investigations using the statistical enquiry cycle:
determining appropriate variables and data collection methods;
gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends;
comparing distributions visually;
communicating findings, using appropriate displays.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Statistics
Strand: Statistical Investigation

Use simple fractions and percentages to describe probabilities.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Statistics
Strand: Probability

Mathematics and Statistics

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Learning area: Science
Curriculum level: 4
Component: Living World
Strand: Ecology

Evaluate statements made by others about the findings of statistical investigations and probability activities.

Learning area: Mathematics and Statistics
Curriculum level: 4
Component: Statistics
Strand: Statistical Literacy

Explore how the groups of living things we have in the world have changed over long periods of time and appreciate that some living things in New Zealand are quite different from living things in other areas of the world.

Learning area: Science
Curriculum level: 4
Component: Living World
Strand: Evolution

Begin to group plants, animals, and other living things into science-based classifications.

Learning area: Science
Curriculum level: 4
Component: Living World
Strand: Evolution

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Relate the observed, characteristic chemical and physical properties of a range of different materials to technological uses and natural processes.

Learning area: Science
Curriculum level: 4
Component: Material World
Strand: Chemistry and society

Recognise that there are life processes common to all living things and that these occur in different ways.

Learning area: Science
Curriculum level: 4
Component: Living World
Strand: Life processes

Compare chemical and physical changes.

Learning area: Science
Curriculum level: 4
Component: Material World
Strand: Properties and changes of matter

Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.

Learning area: Science
Curriculum level: 4
Component: Material World
Strand: Properties and changes of matter

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Begin to use a range of scientific symbols, conventions, and vocabulary.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Communicating in science

Begin to develop an understanding of the particle nature of matter and use this to explain observed changes.

Learning area: Science
Curriculum level: 4
Component: Material World
Strand: The structure of matter

Build on prior experiences, working together to share and examine their own and others' knowledge.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Investigating in science

Engage with a range of science texts and begin to question the purposes for which these texts are constructed.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Communicating in science

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Use their growing science knowledge when considering issues of concern to them.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Participating and contributing

Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Investigating in science

Appreciate that science is a way of explaining the world and that science knowledge changes over time.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Understanding about science

Explore various aspects of an issue and make decisions about possible actions.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Participating and contributing

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.

Learning area: Science
Curriculum level: 4
Component: Physical World
Strand: Physical inquiry and physics concepts

Identify ways in which scientists work together and provide evidence to support their ideas.

Learning area: Science
Curriculum level: 4
Component: Nature of Science
Strand: Understanding about science

Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources.

Learning area: Science
Curriculum level: 4
Component: Planet Earth and Beyond
Strand: Earth systems

Investigate the components of the solar system, developing an appreciation of the distances between them.

Learning area: Science
Curriculum level: 4
Component: Planet Earth and Beyond
Strand: Astronomical systems

Science

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
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Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Investigate the water cycle and its effect on climate, landforms, and life.

Learning area: Science
Curriculum level: 4
Component: Planet Earth and Beyond
Strand: Interacting systems

Understand how exploration and innovation create opportunities and challenges for people, places, and environments.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Social Sciences

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Social Sciences

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Learning Area Cards
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Social Sciences

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Understand how producers and consumers exercise their rights and meet their responsibilities.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Understand that events have causes and effects.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Understand how people participate individually and collectively in response to community challenges.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Understand how formal and informal groups make decisions that impact on communities.

Learning area: Social Sciences
Curriculum level: 4
Component: Social Studies
Strand: N/A

Technology

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
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Learning Area Cards
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Technology

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.

Learning area: Technology
Curriculum level: 4
Component: Technological Knowledge
Strand: Technological products

Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes.

Learning area: Technology
Curriculum level: 4
Component: Technological Knowledge
Strand: Technological modelling

Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.

Learning area: Technology
Curriculum level: 4
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Understand how technological systems employ control to allow for the transformation of inputs to outputs.

Learning area: Technology
Curriculum level: 4
Component: Technological Knowledge
Strand: Technological systems

Technology

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

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Curriculum Level 4

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DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 4

Learning Area Cards
DTHM for kaiako

Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.

Learning area: Technology
Curriculum level: 4
Component: Technological Practice
Strand: Brief development

Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

Learning area: Technology
Curriculum level: 4
Component: Nature of Technology
Strand: Characteristics of technology

Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.

Learning area: Technology
Curriculum level: 4
Component: Technological Practice
Strand: Planning for practice

Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.

Learning area: Technology
Curriculum level: 4
Component: Technological Practice
Strand: Outcome development and evaluation