#### The Arts

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Reflect on and describe how choreography communicates ideas, feelings, moods, and experiences. Prepare, rehearse, and perform dance with an awareness of production technologies.

Learning area: The Arts Curriculum level: 5 Component: Dance

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 5 Component: Dance

Strand: Communicating and Interpreting

Prepare, rehearse, and present performances of music, using a range of performance skills and techniques. Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.

Learning area: The Arts Curriculum level: 5 Component: Music – Sound Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 5 Component: Drama

Strand: Communicating and Interpreting

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Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.

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

Learning area: The Arts Curriculum level: 5 Component: Visual Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 5

Component: Music – Sound Arts Strand: Communicating and Interpreting

Select and refine ideas to develop drama for specific purposes.

Manipulate the elements and explore the use of choreographic devices and structures to organise dance movement.

Learning area: The Arts Curriculum level: 5 Component: Drama Strand: Developing Ideas Learning area: The Arts Curriculum level: 5 Component: Dance Strand: Developing Ideas

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Represent compositions and improvisation frameworks, using appropriate conventions.

Use musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations.

Learning area: The Arts Curriculum level: 5

Component: Music – Sound Arts Strand: Developing Ideas Learning area: The Arts Curriculum level: 5

Component: Music – Sound Arts Strand: Developing Ideas

Develop a variety of skills, dance techniques, vocabularies, and movement practices. Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.

Learning area: The Arts Curriculum level: 5 Component: Dance

Strand: Developing Practical Knowledge

Learning area: The Arts Curriculum level: 5 Component: Visual Arts Strand: Developing Ideas

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

Select and use techniques, conventions, and relevant technologies for specific drama purposes.

Learning area: The Arts Curriculum level: 5

Component: Music – Sound Arts Strand: Developing Practical Knowledge Learning area: The Arts Curriculum level: 5 Component: Drama

Strand: Developing Practical Knowledge

Compare and contrast dances from a variety of past and present cultures and contexts.

Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.

Learning area: The Arts Curriculum level: 5 Component: Dance

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 5 Component: Visual Arts

Strand: Developing Practical Knowledge

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

Investigate the characteristics, purposes, and function of drama in a range of contexts.

Learning area: The Arts Curriculum level: 5

Component: Music – Sound Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 5 Component: Drama

Strand: Understanding the Arts in Context

Investigate and consider the relationship between the production of art works and their contexts and influences.

Investigate how music serves a variety of purposes and functions in their own lives and in their communities.

Learning area: The Arts Curriculum level: 5 Component: Visual Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 5

Component: Music – Sound Arts

Strand: Understanding the Arts in Context

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

indicators:

identifies oral, written, and visual language features and understands their effects; uses an increasing vocabulary to make meaning; understands how a range of text conventions work together to create meaning and effect; understands that authors have different voices and styles and can identify those differences.

Learning area: English Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Language features

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

indicators:

makes meaning by understanding increasingly comprehensive ideas in texts and the links between them:

makes connections by exploring 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 independently.

Learning area: English Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Ideas

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

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

identifies particular points of view within texts and recognises that texts can position a reader; evaluates the reliability and usefulness of texts with confidence. Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. indicators:

selects and reads texts for enjoyment and personal fulfilment;

recognises, understands, and considers the connections between oral, written, and visual language; integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts; selects and uses appropriate processing and comprehension strategies with confidence; thinks critically about texts with understanding and confidence;

monitors, self evaluates, and describes progress, articulating learning with confidence.

Learning area: English Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

Learning area: English Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

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

indicators:

develops and communicates increasingly comprehensive ideas, information, and understandings;

develops ideas by adding details or making links to other ideas and details;

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

Learning area: English Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Ideas

Show an understanding of a range of structures.

indicator:

identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Learning area: English Curriculum level: 5

Component: Listening, Reading, and Viewing

Strand: Structure

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. indicators:

uses an increasing understanding of the connections between oral, written, and visual language when creating texts:

creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies;

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.

Select and use a range of language features appropriately, showing an understanding of their effects.

indicators:

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

uses an increasing range of vocabulary to communicate precise meaning; uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with increasing accuracy.

Learning area: English Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Learning area: English Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Language features

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# Health and Physical Education

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# Health and Physical Education

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Organise texts using a range of appropriate, effective structures.

indicators:

achieves a sense of coherence and wholeness when constructing texts;

organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms.

Learning area: English Curriculum level: 5

Component: Speaking, Writing, Presenting

Strand: Structure

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

constructs a range of texts that demonstrate an understanding 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: 5

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects. Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

Learning area: Health and Physical Education Curriculum level: 5 Component: Healthy Communities and Environments

Strand: People and the environment

Learning area: Health and Physical Education

Curriculum level: 5

Component: Healthy Communities and

Environments

Strand: Community resources

# Health and Physical Education

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Investigate societal influences on the well-being of student communities. Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.

Learning area: Health and Physical Education

Curriculum level: 5

Component: Healthy Communities and

Environments

Strand: Societal attitudes and values

Learning area: Health and Physical Education Curriculum level: 5

Component: Healthy Communities and

Environments

Strand: Rights, responsibilities, and laws

Acquire and apply complex motor skills by using basic principles of motor learning.

Investigate and experience ways in which people's physical competence and participation are influenced by social and cultural factors.

Learning area: Health and Physical Education Curriculum level: 5

Component: Movement Concepts and Motor Skills Strand: Movement skills

Learning area: Health and Physical Education Curriculum level: 5

Component: Movement Concepts and Motor Skills Strand: Challenges and social and cultural factors

# Health and Physical Education

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Investigate and experience ways in which scientific, technological, and environmental knowledge and resources assist in and influence people's participation in regular physical activity.

Develop skills and responsible attitudes in challenging physical situations.

Learning area: Health and Physical Education Curriculum level: 5

Component: Movement Concepts and Motor Skills Strand: Science and technology

Learning area: Health and Physical Education Curriculum level: 5

Component: Movement Concepts and Motor Skills Strand: Positive attitudes

Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.

Learning area: Health and Physical Education Curriculum level: 5 Component: Personal Health and Physical

Component: Personal Health and Physical Development

Strand: Personal identity

Learning area: Health and Physical Education Curriculum level: 5

Component: Personal Health and Physical

Development

Strand: Personal growth and development

# Health and Physical Education

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Investigate and practise safety procedures and strategies to manage risk situations.

Experience a range of personally enjoyable physical activities and describe how varying levels of involvement affect well-being and lifestyle balance.

Learning area: Health and Physical Education Curriculum level: 5

Component: Personal Health and Physical

Development

Strand: Safety management

Learning area: Health and Physical Education Curriculum level: 5

Component: Personal Health and Physical

Development

Strand: Regular physical activity

Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.

Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.

Learning area: Health and Physical Education Curriculum level: 5 Component: Relationships with Other People

Component: Relationships with Other People Strand: Interpersonal skills

Learning area: Health and Physical Education Curriculum level: 5

Component: Relationships with Other People Strand: Identity, sensitivity, and respect

# Health and Physical Education

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## Learning Languages

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## Learning Languages

Achievement Objective Curriculum Level 5 Learning Languages

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Express and respond to personal ideas and opinions.

Identify issues associated with relationships and describe options to achieve positive outcomes.

Learning area: Learning Languages

Curriculum level: 5

Component: Communication

Strand: Managing self and relating to others

Learning area: Health and Physical Education Curriculum level: 5

Component: Relationships with Other People

Strand: Relationships

Communicate information, ideas, and opinions through different text types.

Communicate appropriately in different situations.

Learning area: Learning Languages Curriculum level: 5

Component: Communication

Strand: Selecting and using language, symbols, and

texts to communicate

Learning area: Learning Languages

Curriculum level: 5

Component: Communication

Strand: Participating and contributing in

communities

## Learning Languages

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# Mathematics and Statistics

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## Mathematics and Statistics

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Understand ways in which the target language is organised for different purposes.

Understand ways in which the target culture(s) is (are) organised for different purposes.

Learning area: Learning Languages Curriculum level: 5 Component: Language Knowledge Strand: N/A Learning area: Learning Languages Curriculum level: 5 Component: Cultural Knowledge Strand: N/A

Convert between metric units, using decimals.

Select and use appropriate metric units for length, area, volume and capacity, weight (mass), temperature, angle, and time, with awareness that measurements are approximate.

Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Measurement Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Measurement

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## Mathematics and Statistics

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Find the perimeters and areas of circles and composite shapes and the volumes of prisms, including cylinders.

Deduce and use formulae to find the perimeters and areas of polygons and the volumes of prisms.

Learning area: Mathematics and Statistics Curriculum level: 5

Component: Geometry and Measurement

Strand: Measurement

Learning area: Mathematics and Statistics Curriculum level: 5

Component: Geometry and Measurement

Strand: Measurement

Interpret points and lines on coordinate planes, including scales and bearings on maps. Construct and describe simple loci.

Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Position and Orientation Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Position and Orientation

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Create accurate nets for simple polyhedra and connect three-dimensional solids with different two-dimensional representations.

Deduce the angle properties of intersecting and parallel lines and the angle properties of polygons and apply these properties.

Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement

Strand: Shape

Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Shape

Apply trigonometric ratios and Pythagoras' theorem in two dimensions.

Define and use transformations and describe the invariant properties of figures and objects under these transformations.

Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Transformation Learning area: Mathematics and Statistics Curriculum level: 5 Component: Geometry and Measurement Strand: Transformation

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Reason with linear proportions. Form and solve linear and simple quadratic equations. Learning area: Mathematics and Statistics Learning area: Mathematics and Statistics Curriculum level: 5 Curriculum level: 5 Component: Number and Algebra Component: Number and Algebra Strand: Number strategies and knowledge Strand: Equations and expressions Understand operations on fractions, Use prime numbers, common decimals, percentages, and integers. factors and multiples, and powers (including square roots). Learning area: Mathematics and Statistics Learning area: Mathematics and Statistics Curriculum level: 5 Curriculum level: 5 Component: Number and Algebra Component: Number and Algebra Strand: Number strategies and knowledge Strand: Number strategies and knowledge

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Know commonly used fraction, decimal, and percentage conversions.

Use rates and ratios.

Learning area: Mathematics and Statistics

Curriculum level: 5

Component: Number and Algebra

Strand: Number strategies and knowledge

Learning area: Mathematics and Statistics

Curriculum level: 5

Component: Number and Algebra

Strand: Number strategies and knowledge

Generalise the properties of operations with fractional numbers and integers.

Know and apply standard form, significant figures, rounding, and decimal place value.

Learning area: Mathematics and Statistics

Curriculum level: 5

Component: Number and Algebra Strand: Patterns and relationships

Learning area: Mathematics and Statistics

Curriculum level: 5

Component: Number and Algebra

Strand: Number strategies and knowledge

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Compare and describe the variation between theoretical and experimental distributions in situations that involve elements of chance.

Relate tables, graphs, and equations to linear and simple quadratic relationships found in number and spatial patterns.

Learning area: Mathematics and Statistics

Curriculum level: 5 Component: Statistics Strand: Probability Learning area: Mathematics and Statistics

Curriculum level: 5

Component: Number and Algebra Strand: Patterns and relationships

Plan and conduct surveys and experiments using the statistical enquiry cycle: determining appropriate variables and measures;

considering sources of variation; gathering and cleaning data; using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets; comparing sample distributions visually, using measures of centre, spread, and proportion; presenting a report of findings.

Calculate probabilities, using fractions, percentages, and ratios.

Learning area: Mathematics and Statistics

Curriculum level: 5 Component: Statistics

Strand: Statistical Investigation

Learning area: Mathematics and Statistics

Curriculum level: 5 Component: Statistics Strand: Probability

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#### Science

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Link the properties of different groups of substances to the way they are used in society or occur in nature.

Evaluate statistical investigations or probability activities undertaken by others, including data collection methods, choice of measures, and validity of findings.

Learning area: Science Curriculum level: 5

Component: Material World Strand: Chemistry and society Learning area: Mathematics and Statistics

Curriculum level: 5 Component: Statistics Strand: Statistical Literacy

Distinguish between pure substances and mixtures and between elements and compounds.

Investigate the chemical and physical properties of different groups of substances, for example, acids and bases, fuels, and metals.

Learning area: Science Curriculum level: 5 Component: Material World

Strand: Properties and changes of matter

Learning area: Science Curriculum level: 5 Component: Material World

Strand: Properties and changes of matter

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Distinguish between an element and a compound, a pure substance and a mixture at particle level. Describe the structure of the atoms of different elements.

Learning area: Science Curriculum level: 5

Component: Material World Strand: The structure of matter Learning area: Science Curriculum level: 5

Component: Material World Strand: The structure of matter

Apply their understandings of science to evaluate both popular and scientific texts (including visual and numerical literacy).

Use a wider range of science vocabulary, symbols, and conventions.

Learning area: Science Curriculum level: 5 Component: Nature of Science Strand: Communicating in science Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Communicating in science

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Describe the basic processes by which genetic information is passed from one generation to the next.

Investigate the interdependence of living things (including humans) in an ecosystem.

Learning area: Science Curriculum level: 5 Component: Living World Strand: Evolution

Learning area: Science Curriculum level: 5 Component: Living World Strand: Ecology

Show an increasing awareness of the complexity of working scientifically, including recognition of multiple variables. Develop and carry out more complex investigations, including using models.

Learning area: Science Curriculum level: 5 Component: Nature of Science Strand: Investigating in science Learning area: Science Curriculum level: 5 Component: Nature of Science Strand: Investigating in science

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Identify the key structural features and functions involved in the life processes of plants and animals. Begin to evaluate the suitability of the investigative methods chosen.

Learning area: Science Curriculum level: 5 Component: Living World Strand: Life processes Learning area: Science Curriculum level: 5 Component: Nature of Science Strand: Investigating in science

Develop an understanding of socioscientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate. Describe the organisation of life at the cellular level.

Learning area: Science
Curriculum level: 5
Component: Nature of Science
Strand: Participating and contributing

Learning area: Science Curriculum level: 5 Component: Living World Strand: Life processes

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Identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe energy changes and conservation of energy, simple electrical circuits, and the effect of contact and non-contact on the motion of objects.

Understand that scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

Learning area: Science Curriculum level: 5

Component: Physical World

Strand: Physical inquiry and physics concepts

Learning area: Science Curriculum level: 5

Component: Nature of Science Strand: Understanding about science

Investigate the conditions on the planets and their moons, and the factors affecting them.

Explore a technological or biological application of physics.

Learning area: Science
Curriculum level: 5

Component: Planet Earth and Beyond

Strand: Astronomical systems

Learning area: Science Curriculum level: 5 Component: Physical World Strand: Using physics

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#### **Social Sciences**

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#### **Social Sciences**

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Investigate how heat from the Sun, the Earth, and human activities is distributed around Earth by the geosphere, hydrosphere, and atmosphere. Investigate the composition, structure, and features of the geosphere, hydrosphere, and atmosphere.

Learning area: Science Curriculum level: 5

Component: Planet Earth and Beyond

Strand: Interacting systems

Learning area: Science Curriculum level: 5

Component: Planet Earth and Beyond

Strand: Earth systems

Understand how the Treaty of Waitangi is responded to differently by people in different times and places. Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system.

Learning area: Social Sciences Curriculum level: 5 Component: Social Studies

Strand: N/A

Learning area: Social Sciences Curriculum level: 5 Component: Social Studies

Strand: N/A

#### Social Sciences

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#### Social Sciences

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#### **Social Sciences**

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Understand that people move between places and how this has consequences for the people and the places. Understand how cultural interaction impacts on cultures and societies.

Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A

Understand how people's management of resources impacts on environmental and social sustainability.

Understand how economic decisions impact on people, communities, and nations.

Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A

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DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### **Social Sciences**

Achievement Objective Curriculum Level 5

# Technology

Achievement Objective Curriculum Level 5

Learning Area Cards

DTHM for kaiako

Understand how people seek and have sought economic growth through business, enterprise, and innovation.

Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A

Understand how evidence, reasoning, and decision making in functional modelling contribute to the development of design concepts and how prototyping can be used to justify ongoing refinement of outcomes.

Understand how people define and seek human rights.

Learning area: Technology Curriculum level: 5 Component: Technological Knowledge Strand: Technological modelling

Learning area: Social Sciences Curriculum level: 5 Component: Social Studies Strand: N/A

## Technology

Achievement Objective Curriculum Level 5

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Learning Area Cards

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# Technology

Achievement Objective Curriculum Level 5

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Learning Area Cards

DTHM for kaiako

Understand the properties of subsystems within technological systems.

Understand how materials are selected, based on desired performance criteria.

Learning area: Technology Curriculum level: 5

Component: Technological Knowledge

Strand: Technological systems

Learning area: Technology Curriculum level: 5

Component: Technological Knowledge Strand: Technological products

Understand how people's perceptions and acceptance of technology impact on technological developments and how and why technological knowledge becomes codified.

Understand that technological outcomes are fit for purpose in terms of time and context.
Understand the concept of malfunction and how "failure" can inform future outcomes.

Learning area: Technology Curriculum level: 5 Component: Nature of Technology

Component: Nature of Technology Strand: Characteristics of technology Learning area: Technology Curriculum level: 5

Component: Nature of Technology

Strand: Characteristics of technological outcomes

# Technology Technology Achievement Objective Achievement Objective Curriculum Level 5 Curriculum Level 5 Learning Area Cards Learning Area Cards **DTHM for kaiako DTHM for kaiako** Technology Achievement Objective Curriculum Level 5 Learning Area Cards **DTHM for kaiako**

Justify the nature of an intended outcome in relation to the need or opportunity. Describe specifications that reflect key stakeholder feedback and that will inform the development of an outcome and its evaluation.

Analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing functional modelling and evaluation that takes account of key stakeholder feedback and trialling in the physical and social environments. Use the information gained to select and develop the outcome that best addresses the specifications. Evaluate the final outcome's fitness for purpose against the brief.

Learning area: Technology Curriculum level: 5

Component: Technological Practice

Strand: Brief development

Learning area: Technology Curriculum level: 5

Component: Technological Practice

Strand: Outcome development and evaluation

Analyse their own and others' planning practices to inform the selection and use of planning tools. Use these to support and justify planning decisions (including those relating to the management of resources) that will see the development of an outcome through to completion.

Learning area: Technology Curriculum level: 5

Component: Technological Practice Strand: Planning for practice