

# The Arts

Achievement Objective  
Curriculum Level 6

Learning Area Cards  
**DTHM for kaiako**

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Describe, explain, and respond to the ways that dance uses elements, devices, structures, performance skills, and production technologies to communicate images, themes, feelings, and moods.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Dance  
**Strand:** Communicating and Interpreting

Prepare, rehearse, and perform a range of dances and demonstrate an understanding of the performance requirements of the genres and contexts.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Dance  
**Strand:** Communicating and Interpreting

Prepare, rehearse, interpret, and present performances of music individually and collaboratively, using a range of performance skills and techniques.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Communicating and Interpreting

Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Drama  
**Strand:** Communicating and Interpreting

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Identify and analyse processes and procedures from established practice that influence ways of communicating meaning.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Communicating and Interpreting

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

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Communicating and Interpreting

Select and use choreographic devices, structures, processes, and technologies to develop and give form to dance ideas.

---

**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Dance  
**Strand:** Developing Ideas

Investigate, analyse, and evaluate ideas and interpret artists' intentions in art works.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Communicating and Interpreting

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Create, structure, refine, and represent compositions using the elements of music, instruments, technologies, and conventions to express imaginative thinking and personal understandings.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Developing Ideas

Research, evaluate, and refine ideas in a range of dramatic forms to develop drama.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Drama  
**Strand:** Developing Ideas

Generate, develop, and clarify ideas, showing some understanding of established practice.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Developing Ideas

Reflect on composition processes and presentation conventions.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Developing Ideas

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Develop and demonstrate skills in selected dance genres and styles and explore the use of a variety of technologies.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Dance  
**Strand:** Developing Practical Knowledge

Sequence and link ideas systematically as they solve problems in a body of work, using observation and invention with an appropriate selection of materials.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Developing Ideas

Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and describe how they are used in a range of music.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Developing Practical Knowledge

Select and use techniques, conventions, and technologies in a range of dramatic forms.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Drama  
**Strand:** Developing Practical Knowledge



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Explore, investigate, and describe the features and backgrounds of a variety of dance genres and styles.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Dance  
**Strand:** Understanding the Arts in Context

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

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Developing Practical Knowledge

Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts.

---

**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Understanding the Arts in Context

Investigate the forms and purposes of drama in different historical or contemporary contexts, including New Zealand drama.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Drama  
**Strand:** Understanding the Arts in Context

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Investigate and analyse the relationship between the production of art works and the contexts in which they were made, viewed, and valued.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Understanding the Arts in Context

Consider and reflect on the influence of music in their own music making and in their lives.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Music – Sound Arts  
**Strand:** Understanding the Arts in Context

Show a developed understanding of ideas, within, across, and beyond texts.  
indicators:  
makes meaning by understanding comprehensive ideas;  
makes connections by interpreting 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.

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**Learning area:** English  
**Curriculum level:** 6  
**Component:** Listening, Reading, and Viewing  
**Strand:** Ideas

Consider and reflect on the contexts underlying their own and others' work.

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**Learning area:** The Arts  
**Curriculum level:** 6  
**Component:** Visual Arts  
**Strand:** Understanding the Arts in Context

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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:** 6

**Component:** Listening, Reading, and Viewing

**Strand:** Processes and strategies

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

indicators:

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

---

**Learning area:** English

**Curriculum level:** 6

**Component:** Listening, Reading, and Viewing

**Strand:** Language features

Show a developed 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:** 6

**Component:** Listening, Reading, and Viewing

**Strand:** Structure

Show a developed 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.

---

**Learning area:** English

**Curriculum level:** 6

**Component:** Listening, Reading, and Viewing

**Strand:** Purposes and audiences

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Select and use a range of language features appropriately for a variety of effects.

indicators:

uses a wide range of oral, written, and visual language features with control to create meaning and effect and to sustain interest;  
uses an increasing vocabulary to communicate precise meaning;  
uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

---

**Learning area:** English

**Curriculum level:** 6

**Component:** Speaking, Writing, Presenting

**Strand:** Language features

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

indicators:

develops and communicates comprehensive ideas, information, and understandings;  
works towards creating coherent, planned whole texts by adding details to ideas or making links to other ideas and details;  
ideas show an understanding and awareness of a range of dimensions or viewpoints.

---

**Learning area:** English

**Curriculum level:** 6

**Component:** Speaking, Writing, Presenting

**Strand:** Ideas

Show a developed 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:** 6

**Component:** Speaking, Writing, Presenting

**Strand:** Purposes and audiences

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.

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**Learning area:** English

**Curriculum level:** 6

**Component:** Speaking, Writing, Presenting

**Strand:** Processes and strategies



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# Health and Physical Education

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# Health and Physical Education

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Advocate for the development of services and facilities to meet identified needs in the school and the community.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Healthy Communities and Environments  
**Strand:** Community resources

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:** 6  
**Component:** Speaking, Writing, Presenting  
**Strand:** Structure

Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Healthy Communities and Environments  
**Strand:** Rights, responsibilities, and laws

Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Healthy Communities and Environments  
**Strand:** People and the environment

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# Health and Physical Education

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Demonstrate understanding and affirmation of people's diverse social and cultural needs and practices when participating in physical activities.

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**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Movement Concepts and Motor Skills  
**Strand:** Challenges and social and cultural factors

Analyse societal influences that shape community health goals and physical activity patterns.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Healthy Communities and Environments  
**Strand:** Societal attitudes and values

Demonstrate and examine responsible attitudes in challenging physical situations.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Movement Concepts and Motor Skills  
**Strand:** Positive attitudes

Acquire, apply, and refine specialised motor skills by using the principles of motor skill learning.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Movement Concepts and Motor Skills  
**Strand:** Movement skills

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Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.

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**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Personal Health and Physical Development  
**Strand:** Personal growth and development

Apply scientific and technological knowledge and resources to enhance physical abilities in a range of environments.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Movement Concepts and Motor Skills  
**Strand:** Science and technology

Choose and maintain ongoing involvement in appropriate physical activities and examine factors influencing their participation.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Personal Health and Physical Development  
**Strand:** Regular physical activity

Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Personal Health and Physical Development  
**Strand:** Personal identity

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Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.

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**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Relationships with Other People  
**Strand:** Identity, sensitivity, and respect

Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Personal Health and Physical Development  
**Strand:** Safety management

Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.

---

**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Relationships with Other People  
**Strand:** Relationships

Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

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**Learning area:** Health and Physical Education  
**Curriculum level:** 6  
**Component:** Relationships with Other People  
**Strand:** Interpersonal skills



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Communicate appropriately in different situations.

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**Learning area:** Learning Languages

**Curriculum level:** 6

**Component:** Communication

**Strand:** Participating and contributing in communities

Express and respond to personal ideas and opinions.

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**Learning area:** Learning Languages

**Curriculum level:** 6

**Component:** Communication

**Strand:** Managing self and relating to others

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

---

**Learning area:** Learning Languages

**Curriculum level:** 6

**Component:** Cultural Knowledge

**Strand:** N/A

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

---

**Learning area:** Learning Languages

**Curriculum level:** 6

**Component:** Communication

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

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Measure at a level of precision appropriate to the task.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Measurement

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

---

**Learning area:** Learning Languages  
**Curriculum level:** 6  
**Component:** Language Knowledge  
**Strand:** N/A

Calculate volumes, including prisms, pyramids, cones, and spheres, using formulae.

---

**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Measurement

Apply the relationships between units in the metric system, including the units for measuring different attributes and derived measures.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Measurement

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Deduce and apply the angle properties related to circles.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Shape

Use a co-ordinate plane or map to show points in common and areas contained by two or more loci.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Position and orientation

Use trigonometric ratios and Pythagoras' theorem in two and three dimensions.

---

**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Shape

Recognise when shapes are similar and use proportional reasoning to find an unknown length.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Shape

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Analyse symmetrical patterns by the transformations used to create them.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Transformation

Compare and apply single and multiple transformations.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Geometry and Measurement  
**Strand:** Transformation

Apply direct and inverse relationships with linear proportions.

---

**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Number strategies and knowledge

Form and solve linear equations and inequations, quadratic and simple exponential equations, and simultaneous equations with two unknowns.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Equations and expressions



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Apply everyday compounding rates.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Number strategies and knowledge

Extend powers to include integers and fractions.

---

**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Number strategies and knowledge

Generalise the properties of operations with rational numbers, including the properties of exponents.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Patterns and relationships

Find optimal solutions, using numerical approaches.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Number strategies and knowledge

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Relate rate of change to the gradient of a graph.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Patterns and relationships

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

---

**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Number and Algebra  
**Strand:** Patterns and relationships

Plan and conduct investigations using the statistical enquiry cycle:  
justifying the variables and measures used;  
managing sources of variation, including through the use of random sampling;  
Identifying and communicating features in context (trends, relationships between variables, and differences within and between distributions), using multiple displays;  
making informal inferences about populations from sample data;  
justifying findings, using displays and measures.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Statistics  
**Strand:** Statistical investigation

Investigate situations that involve elements of chance:  
comparing discrete theoretical distributions and experimental distributions, appreciating the role of sample size;  
calculating probabilities in discrete situations.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Statistics  
**Strand:** Probability

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Investigate the impact of natural events and human actions on a New Zealand ecosystem.

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**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Living World  
**Strand:** Ecology

Evaluate statistical reports in the media by relating the displays, statistics, processes, and probabilities used, to the claims made.

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**Learning area:** Mathematics and Statistics  
**Curriculum level:** 6  
**Component:** Statistics  
**Strand:** Statistical literacy

Explain the importance of variation within a changing environment.

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**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Living World  
**Strand:** Evolution

Explore patterns in the inheritance of genetically controlled characteristics.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Living World  
**Strand:** Evolution

# Science

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Investigate how chemical knowledge is used in a technological application of chemistry.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Material World  
**Strand:** Chemistry and society

Relate key structural features and functions to the life processes of plants, animals, and micro-organisms and investigate environmental factors that affect these processes.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Living World  
**Strand:** Life processes

Explore factors that affect chemical processes.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Material World  
**Strand:** Properties and changes of matter

Identify patterns and trends in the properties of a range of groups of substances, for example, acids and bases, metals, metal compounds, and hydrocarbons.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Material World  
**Strand:** Properties and changes of matter



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Link atomic structure to the organisation of the periodic table.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Material World  
**Strand:** The structure of matter

Distinguish between atoms, molecules, and ions (includes covalent and ionic bonding).

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Material World  
**Strand:** The structure of matter

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

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Nature of Science  
**Strand:** Communicating in science

Use particle theory to explain factors that affect chemical processes.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Material World  
**Strand:** The structure of matter

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Develop and carry out more complex investigations, including using models.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Nature of Science  
**Strand:** Investigating in science

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

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Nature of Science  
**Strand:** Communicating in science

Begin to evaluate the suitability of the investigative methods chosen.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Nature of Science  
**Strand:** Investigating in science

Show an increasing awareness of the complexity of working scientifically, including recognition of multiple variables.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Nature of Science  
**Strand:** Investigating in science

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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:** 6  
**Component:** Nature of Science  
**Strand:** Understanding about science

Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Nature of Science  
**Strand:** Participating and contributing

Demonstrate an understanding of physical phenomena and concepts by explaining and solving questions and problems that relate to straightforward situations.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Physical World  
**Strand:** Physical inquiry and physics concepts

Investigate trends and relationships in physical phenomena (in the areas of mechanics, electricity, electromagnetism, heat, light and waves, and atomic and nuclear physics).

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Physical World  
**Strand:** Physical inquiry and physics concepts

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Investigate the interactions between the solar, lunar, and Earth cycles and the effect of these on Earth.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Planet Earth and Beyond  
**Strand:** Astronomical systems

Investigate how physics knowledge is used in a technological or biological application.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Physical World  
**Strand:** Using physics

Develop an understanding of how the geosphere, hydrosphere, atmosphere, and biosphere interact to cycle carbon around Earth.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Planet Earth and Beyond  
**Strand:** Interacting systems

Investigate the external and internal processes that shape and change the surface features of New Zealand.

---

**Learning area:** Science  
**Curriculum level:** 6  
**Component:** Planet Earth and Beyond  
**Strand:** Earth systems



# Social Sciences

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Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** Economics  
**Strand:** N/A

Understand how the different sectors of the New Zealand economy are interdependent.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** Economics  
**Strand:** N/A

Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** Geography  
**Strand:** N/A

Understand how people interact with natural and cultural environments and that this interaction has consequences.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** Geography  
**Strand:** N/A

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Understand how people's perspectives on past events that are of significance to New Zealanders differ.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** History  
**Strand:** N/A

Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** History  
**Strand:** N/A

Understand how individuals, groups, and institutions work to promote social justice and human rights.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** Social Studies  
**Strand:** N/A

Understand how cultures adapt and change and that this has consequences for society.

---

**Learning area:** Social Sciences  
**Curriculum level:** 6  
**Component:** Social Studies  
**Strand:** N/A

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Understand how materials are formed, manipulated, and transformed in different ways, depending on their properties, and understand the role of material evaluation in determining suitability for use in product development.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Technological Knowledge  
**Strand:** Technological products

Understand the role and nature of evidence and reasoning when managing risk through technological modelling.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Technological Knowledge  
**Strand:** Technological modelling

Understand that some technological outcomes can be perceived as both product and system. Understand how these outcomes impact on other outcomes and practices and on people's views of themselves and possible futures.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Nature of Technology  
**Strand:** Characteristics of technological outcomes

Understand the implications of subsystems for the design, development, and maintenance of technological systems.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Technological Knowledge  
**Strand:** Technological systems

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Justify the nature of an intended outcome in relation to the need or opportunity and justify specifications in terms of key stakeholder feedback and wider community considerations.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Technological Practice  
**Strand:** Brief development

Understand the interdisciplinary nature of technology and the implications of this for maximising possibilities through collaborative practice.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Nature of Technology  
**Strand:** Characteristics of technology

Critically analyse their own and others' past and current planning practices in order to make informed selection and effective use of planning tools. Use these to support and justify ongoing planning that will see the development of an outcome through to completion.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Technological Practice  
**Strand:** Planning for practice

Critically analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing experimentation and functional modelling, taking account of stakeholder feedback and trialling in the physical and social environments. Use the information gained to select, justify, and develop a final outcome. Evaluate this outcome's fitness for purpose against the brief and justify the evaluation using feedback from stakeholders.

---

**Learning area:** Technology  
**Curriculum level:** 6  
**Component:** Technological Practice  
**Strand:** Outcome development and evaluation