#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

Learning area: The Arts Curriculum level: 6 Component: Dance

Strand: Communicating and Interpreting

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.

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.

Learning area: The Arts Curriculum level: 6

Component: Music - Sound Arts

Strand: Communicating and Interpreting

Learning area: The Arts Curriculum level: 6 Component: Drama

Strand: Communicating and Interpreting

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

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

Learning area: The Arts Curriculum level: 6 Component: Visual Arts

Strand: Communicating and Interpreting

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.

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

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

Strand: Communicating and Interpreting

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

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

Learning area: The Arts Curriculum level: 6

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

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

Reflect on composition processes and presentation conventions.

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

Strand: Developing Ideas

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

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

Learning area: The Arts Curriculum level: 6 Component: Dance

Strand: Developing Practical Knowledge

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.

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

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

Strand: Developing Practical Knowledge

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Explore, investigate, and describe the features and backgrounds of a variety of dance genres and styles. Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.

Learning area: The Arts Curriculum level: 6 Component: Dance

Strand: Understanding the Arts in Context

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

Learning area: The Arts
Curriculum level: 6

Component: Music - Sound Arts

Strand: Understanding the Arts in Context

Learning area: The Arts Curriculum level: 6 Component: Drama

Strand: Understanding the Arts in Context

#### The Arts

Achievement Objective Curriculum Level 6

### The Arts

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### The Arts

Achievement Objective Curriculum Level 6

## English

Achievement Objective
Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

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

Learning area: The Arts Curriculum level: 6 Component: Visual Arts

independently.

Strand: Understanding the Arts in Context

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

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

Learning area: English Curriculum level: 6 Component: Listening, Reading, and Viewing Strand: Ideas Learning area: The Arts Curriculum level: 6 Component: Visual Arts

Strand: Understanding the Arts in Context

### English

Achievement Objective Curriculum Level 6

### English

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

### English

Achievement Objective Curriculum Level 6

## English

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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.

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: Structure

Learning area: English Curriculum level: 6

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

### English

Achievement Objective Curriculum Level 6

### English

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

### English

Achievement Objective Curriculum Level 6

## English

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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.

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.

Learning area: English Curriculum level: 6

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Learning area: English Curriculum level: 6

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

### English

Achievement Objective
Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

# Health and Physical Education

Achievement Objective Curriculum Level 6 Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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: Health and Physical Education

Curriculum level: 6

Component: Healthy Communities and

Environments

Strand: Community resources

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.

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: Rights, responsibilities, and laws

Learning area: Health and Physical Education Curriculum level: 6

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Component: Healthy Communities and

Environments

Strand: People and the environment

# Health and Physical Education

Achievement Objective Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Health and Physical Education

Achievement Objective Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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

Learning area: Health and Physical Education Curriculum level: 6

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

Strand: Societal attitudes and values

Environments

Demonstrate and examine responsible attitudes in challenging physical situations.

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 Skil

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

# Health and Physical Education

Achievement Objective Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Health and Physical Education

Achievement Objective Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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: Personal Health and Physical

Development

Strand: Personal growth and development

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.

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: Regular physical activity

Learning area: Health and Physical Education Curriculum level: 6

Component: Personal Health and Physical

Development

Strand: Personal identity

# Health and Physical Education

Achievement Objective Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Health and Physical Education

Achievement Objective Curriculum Level 6

# Health and Physical Education

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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: Relationships with Other People Strand: Identity, sensitivity, and respect 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. Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

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

Component: Relationships with Other People Strand: Interpersonal skills

## Learning Languages

Achievement Objective Curriculum Level 6

## Learning Languages

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Learning Languages

Achievement Objective Curriculum Level 6 Learning Languages

Achievement Objective
Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Communicate appropriately in different situations.

Express and respond to personal ideas and opinions.

Learning area: Learning Languages

Curriculum level: 6

Component: Communication

Strand: Participating and contributing in

communities

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.

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

Learning area: Learning Languages Curriculum level: 6

Component: Cultural Knowledge

Strand: N/A

Learning area: Learning Languages

Curriculum level: 6

Component: Communication

Strand: Selecting and using language, symbols, and

texts to communicate

## Learning Languages

Achievement Objective
Curriculum Level 6

Learning Area Cards

DTHM for kaiako

## Mathematics and Statistics

Achievement Objective
Curriculum Level 6

Learning Area Cards

DTHM for kaiako

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Measure at a level of precision appropriate to the task.

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

Learning area: Mathematics and Statistics

Curriculum level: 6

Component: Geometry and Measurement

Strand: Measurement

Learning area: Learning Languages Curriculum level: 6

Component: Language Knowledge

Strand: N/A

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

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

Learning area: Mathematics and Statistics Curriculum level: 6

Component: Geometry and Measurement

Strand: Measurement

Learning area: Mathematics and Statistics Curriculum level: 6

Component: Geometry and Measurement

Strand: Measurement

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective
Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Deduce and apply the angle properties related to circles.

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

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

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

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

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective
Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Analyse symmetrical patterns by the transformations used to create them.

Compare and apply single and multiple transformations.

Learning area: Mathematics and Statistics Curriculum level: 6

Component: Geometry and Measurement

Strand: Transformation

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

Strand: Transformation

Apply direct and inverse relationships with linear proportions.

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

Learning area: Mathematics and Statistics

Curriculum level: 6

Component: Number and Algebra

Strand: Number strategies and knowledge

Learning area: Mathematics and Statistics

Curriculum level: 6

Component: Number and Algebra Strand: Equations and expressions

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective
Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Apply everyday compounding rates. Extend powers to include integers and fractions. Learning area: Mathematics and Statistics Learning area: Mathematics and Statistics Curriculum level: 6 Curriculum level: 6 Component: Number and Algebra Component: Number and Algebra Strand: Number strategies and knowledge Strand: Number strategies and knowledge Generalise the properties of Find optimal solutions, using operations with rational numbers, numerical approaches. including the properties of exponents. Learning area: Mathematics and Statistics Learning area: Mathematics and Statistics Curriculum level: 6 Curriculum level: 6 Component: Number and Algebra Component: Number and Algebra

Strand: Number strategies and knowledge

Strand: Patterns and relationships

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

## Mathematics and Statistics

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Relate rate of change to the gradient of a graph.

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

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.

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.

Learning area: Mathematics and Statistics

Curriculum level: 6 Component: Statistics

Strand: Statistical investigation

Learning area: Mathematics and Statistics

Curriculum level: 6 Component: Statistics Strand: Probability

# Mathematics and Statistics

Achievement Objective Curriculum Level 6

#### Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Science

Achievement Objective Curriculum Level 6

# Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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

Learning area: Science Curriculum level: 6 Component: Living World Strand: Ecology Learning area: Mathematics and Statistics Curriculum level: 6 Component: Statistics Strand: Statistical literacy

Explain the importance of variation within a changing environment.

Explore patterns in the inheritance of genetically controlled characteristics.

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

Curriculum level: 6
Component: Living World

Learning area: Science

Strand: Evolution

Achievement Objective Curriculum Level 6

#### Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Science

Achievement Objective Curriculum Level 6

# Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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

Learning area: Science Curriculum level: 6

Component: Material World Strand: Chemistry and society Learning area: Science Curriculum level: 6 Component: Living World Strand: Life processes

Explore factors that affect chemical processes.

dentify 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

Learning area: Science Curriculum level: 6 Component: Material World

Strand: Properties and changes of matter

Achievement Objective Curriculum Level 6

#### Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Science

Achievement Objective Curriculum Level 6

# Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Link atomic structure to the organisation of the periodic table.

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 Learning area: Science Curriculum level: 6 Component: Material World

Strand: The structure of matter

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

Use particle theory to explain factors that affect chemical processes.

Learning area: Science Curriculum level: 6 Component: Nature of Science Strand: Communicating in science Learning area: Science Curriculum level: 6 Component: Material World Strand: The structure of matter

Achievement Objective Curriculum Level 6

#### Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Science

Achievement Objective Curriculum Level 6

# Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

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: Investigating in science

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

Begin to evaluate the suitability of the investigative methods chosen.

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

Achievement Objective Curriculum Level 6

#### Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Science

Achievement Objective Curriculum Level 6

# Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

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

Develop an understanding of socioscientific 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: Understanding about science 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.

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

Learning area: Science Curriculum level: 6

Component: Physical World

Strand: Physical inquiry and physics concepts

Achievement Objective Curriculum Level 6

#### Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Learning Area Cards **DTHM for kaiako** 

# Science

Achievement Objective Curriculum Level 6

# Science

Achievement Objective Curriculum Level 6

Learning Area Cards **DTHM for kaiako** 

Investigate the interactions between the solar, lunar, and Earth cycles and the effect of these on Earth. Investigate how physics knowledge is used in a technological or biological application.

Learning area: Science Curriculum level: 6

Component: Planet Earth and Beyond Strand: Astronomical systems

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. 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: Interacting systems

Learning area: Science Curriculum level: 6

Component: Planet Earth and Beyond

Strand: Earth systems

#### **Social Sciences**

Achievement Objective Curriculum Level 6

#### Social Sciences

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### Social Sciences

Achievement Objective Curriculum Level 6

#### **Social Sciences**

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

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

Learning area: Social Sciences Curriculum level: 6

Component: Economics

Strand: N/A

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.

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

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

#### **Social Sciences**

Achievement Objective Curriculum Level 6

#### Social Sciences

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

Learning Area Cards

DTHM for kaiako

#### Social Sciences

Achievement Objective Curriculum Level 6

#### **Social Sciences**

Achievement Objective Curriculum Level 6

Learning Area Cards

DTHM for kaiako

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

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 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.

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

# Technology

Achievement Objective Curriculum Level 6

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Learning Area Cards

DTHM for kaiako

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Learning Area Cards

DTHM for kaiako

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.

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 products 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.

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

Learning area: Technology Curriculum level: 6

Component: Nature of Technology

Strand: Characteristics of technological outcomes

Learning area: Technology Curriculum level: 6

Component: Technological Knowledge Strand: Technological systems

# Technology

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Learning Area Cards

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DTHM for kaiako

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.

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

Learning area: Technology Curriculum level: 6

Component: Technological Practice

Strand: Brief development

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.

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: Planning for practice

Learning area: Technology Curriculum level: 6

Component: Technological Practice

Strand: Outcome development and evaluation