

Learning Languages

Te Reo Māori

Curriculum Statement

In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

Paraparaumu Beach School

Essence Statement

Learning languages gives students the experience of learning an additional language and to explore the associated culture/s.

Note:

In the years 1-8, the learning goal in the Communication strand provides the basis for monitoring / assessment.

Learning goals:

At Paraparaumu Beach School students will...

Communication

Learn to communicate in an additional language by using familiar expressions and everyday vocabulary.

Language Knowledge

Make connections between the additional language and their own language.

Cultural Knowledge

Explore different cultures in relation to their own.

Te Reo Māori (Learning Languages) Implementation Plan

Effective Pedagogy – What is Te Reo Māori (Learning Languages) About

Te reo Māori is the indigenous language of Aotearoa New Zealand, it is a taonga and is guaranteed protection under the treaty of Waitangi. The New Zealand Curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga (The New Zealand Curriculum, page 9). Also, te reo Māori is an official language of Aotearoa New Zealand.

Research shows that the opportunity to learn an additional language has many cultural, social, cognitive, linguistic, economic and personal benefits for students. While these benefits apply to all language learning, there are some specific advantages for New Zealand students in learning te reo Māori.

Guidelines for Classroom Programmes – How is Te Reo Māori (Learning Languages) Taught. How is Te Reo Māori (Learning Languages Structured) in the New Zealand Curriculum

The key focus of Te Reo Māori (Learning Languages) is for our students to be exposed to, and develop their skills and understanding of te reo Māori. Also, an understanding of Māori culture, history, and traditions as it relates to the manawhenua of Kapiti Coast namely Te Āti Awa ki Whakarongotai.

When planning units for the teaching of te reo Māori the Communication Strand will be at the centre and supported by the other two strands.

The strands are:

- **Communication:** Students learn to use the language to make meaning. This involves the development of the skills of listening, reading, viewing, speaking, writing, and presenting.
- **Language Knowledge:** Students study the language in order to understand how it works, which will contribute to greater accuracy.
- **Cultural Knowledge:** Students learn about cultures, they compare and contrast different cultural practices to become more understanding.

To cater and deliver for Māori perspectives te reo Māori me ngā tikanga learning experiences will be explicitly taught each week and used as much as possible in the learning environment. As well te reo Māori me ngā tikanga will be integrated authentically into every day teaching across all learning areas.

Planning in Te Reo Māori (Learning Languages) Paraparaumu Beach School

Unit planning will be based on the suggested school contexts and guided by the Learning Languages area in the NZC as well as Te Aho Arataki Marau mō te Ako I Te Reo Māori –Kura Auraki. Linked to these documents are the book resources He Reo Tupu, He Reo Ora and Ka Mau te Wehi which provides extra support.

Your unit planning template should include:

- The context
- PBS Learning goal/s
- Achievement Objectives
- Key Competencies / Principles
- Learning outcomes based on the language modes
- Learning experiences
- Assessment

- Resources

Student Achievement in Te Reo Māori (Learning Languages) at Paraparaumu Beach School

Level expectations

Indicated below is the expected New Zealand Curriculum level that students should be working at in Te Reo Māori (Learning Languages). Students should be working at the relevant curriculum level which does not coincide with traditional curriculum levels or with students' years of schooling.

Year Level	Curriculum Level
Year 1 Year 2	Level 1
Year 3 Year 4	Level 1
Year 5 Year 6	Level 1
Year 7 Year 8	Level 1 - Emergent Level 2

Assessment in Te Reo Māori (Learning Languages) at Paraparaumu Beach School

Assessment at Paraparaumu Beach School is used to ensure and monitor student progress. The type of assessment used will be varied, it will be appropriate to the purpose, and provide meaningful information that will guide and support the direction of on-going teaching and learning.

Formative assessment is an integral part of learning and teaching and is a powerful tool for enabling students to learn. It allows the teacher to check for understanding during a topic and to provide feedback and feed-forward. The tool/s used in te reo Māori (Learning Languages) is:

- Classroom monitoring

Summative assessment allows teachers to evaluate a students progress up to the point the assessment takes place and provides a summary of their strengths and needs. The assessment results can be used for students reports, also it can be analysed and the information used for target setting. The tool/s used in te reo Māori (Language Learning) is:

- Syndicate developed assessment sheets

Reporting in Te Reo Māori (Learning Languages) at Paraparaumu Beach School

Reporting in Learning Languages will occur through written reports and will be on the following aspects:

- Feedback on the students achievement
- The level of student's effort and participation

Te Reo Māori (Learning Languages) Resources in at Paraparaumu Beach School

Ministry of Education Curriculum Books in classrooms:

- Te Aho Arataki Marau mō te Ako i Te Reo Māori –Kura Auraki
- He Reo Tupu, He Reo Ora
- Ka Mau te Whei

Ministry of Education Curriculum Books in teachers Prep Room:

- He Papahuia Toi Māori – Māori Visual Culture in Visual Arts Education Years 1-6
- He Wakahuia Toi Māori –Māori – Māori Visual Culture in Visual arts Education Years 7-10
- Matariki Books 1-3, and Activities
- He Ata Hāpara Books 1-3
- Kaute, Kara, Kōrero Charts

Teacher's book resources are stored in the teachers Prep Room.

Dictionaries in Teachers Prep Room:

- English Maori Dictionary
- First Thousand Words in Māori
- My Māori Alphabet
- Oxford Māori Picture Dictionary

Song Charts in Teachers Prep Room:

- He Kohinga Waiata
- He Waiata mā te katoa –Songs for Everyone
- Ngaru
- Kiwi Kidsongs 11, 12, 13
- Into Music Books 1-3

Video in Teachers Prep Room:

- A Beginners Guide to the Marae

Picture Packs in Resource Room:

- Marae

Equipment

- Poi
- Rakau

When purchasing resources if the need relates to a school-wide need the curriculum team leader applies to the principal for funds. If the resource is a syndicate requirement the funding comes from pre allocated syndicate funds.

Appendices

- Contexts
- Paraparaumu Library Entrance

Te Hekenga – The Migration



Designer: Hemi Sundgren, Te Hekenga was carved by Hemi with the assistance of Shannon Wafer (Te Ati Awa) and Tamati Holmes (Te Ati Awa).

Te Hekenga provides the entranceway to Te Whare hakamatau o Paraparaumu (Paraparaumu Library). The three waka symbolise the three iwi of the Kapiti Coast, *Te Ati Awa ki Whakarongotai, Ngāti Raukawa ki te Tonga me Ngā Hapū o Otaki, Ngāti Toa Rangatira* and their migration to the Kāpiti Coast.

The hull on the left represents the iwi, Ngāti Raukawa ki te Tonga, while the hull on the right represents Ngāti Toa Rangatira and their respective rangatira who had particular interests in land settled by Te Ati Awa ki Whakarongotai. The Pare or cross beam is also a waka that represents the mana whenua of the Paraparaumu, Waikanae area, namely all the hapū of Te Ati Awa ki Whakarongotai.

The waka may also be seen as a symbol of the human person journeying through life to achieve specific goals. This is likened to all peoples, all cultures and all ages entering the library who must navigate their waka in the right direction to achieve their purpose. *"The waka represents life and it teaches life."* (Pakake Winiata)

Te Reo Māori (Learning Languages)

Paraparaumu Beach School Contexts

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
<p>Te reo incorporated wherever possible in daily/schoolwide programmes and new learning which will progress every year throughout the school</p>				
Understand the importance of correct pronunciation of Māori sounds, names and places	<u>Practice vowel sounds / syllables</u>			
	<p>Short</p> <p>a as in about</p> <p>e as in enter</p> <p>i as in eat</p> <p>o as in awful</p> <p>u as in ut</p>	<p>Long</p> <p>ā as in far</p> <p>ē as in bed</p> <p>ī as in sheep</p> <p>ō as in pork</p> <p>ū as in boot</p>	<p>Syllables</p> <p>ha, ka, ma na, pa, ra, ta, wa, nga, wha he, ke, me, ne, pe, re, te, we, nge, whe hi, ki, mi, ni, pi, ri, ti, wi, ngi, whi ho, ko, mo, no, po, ro, to wo, ngo, who hu, ku, mu, no, pu, ru, tu, wu, ngu, whu</p>	
Greet, farewell, and acknowledge people and respond to greetings and acknowledgments 1	<p><u>Mihi</u> Greetings</p> <ul style="list-style-type: none"> • Tēnā koe (1 person) • Tēnā kōrua (2 people) • Tēnā koutou (3 or more) • Kia Ora (Hi) • Mōrena (Good morning) • Ata Mārie (Good morning) 		<p><u>Poroporonaki</u> Farewells</p> <ul style="list-style-type: none"> • Haere rā (to those leaving) • E noho rā (to those staying) • Ka kite anō (See you again) • Hei konei rā (Bye / See you later - to those leaving) • Hei konā rā (Goodbye for now - to those staying) • Hoki pai atu (Safe return) • Haere atu rā (Bye to those leaving) • Ahiahi Mārie (Good Afternoon) • Pō Mārie (Good evening / Goodnight) • Hoki pai atu (Safe return) 	
Introduce themselves and others and respond to introductions 2	<p><u>Introduce self</u></p> <p>Ko _____ au / ahau</p> <p>I am _____</p>		<p><u>Ask others who they are</u></p> <p>Ko wai tō ingoa? What is your name?</p> <p>Ko _____ taku ingoa My name is _____</p>	
	<p><u>Ask others who they are</u></p> <p>Ko wai tana / tono ingoa? What is his / her name?</p> <p>Ko _____ tana / tono ingoa His / her name is _____</p>		<p><u>Ko au</u> About Me</p> <p>Refer Turangawaewae Project (see contexts)</p>	

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
Introduce themselves and others and respond to introductions 2	<p>Personal Pronouns</p> <ul style="list-style-type: none"> • Korua (you, two people) • Koutou (you, three or more people) • To / o (yours) • Taku / aku (my) • Tona / tana (his / her) 			
Communicate about number, using days of the week, months, and dates 3	<p>Ngā Tau Say, read, write to 10</p> <ul style="list-style-type: none"> • Tekore (0) • Tahi (1) • Rua (2) • Toru (3) • Whā (4) • Rima (5) • Ono (6) • Whitu (7) • Waru (8) • Iwa (9) • Tekau (10) <p>Ngā Ra</p> <ul style="list-style-type: none"> • Rāhina / Mane • Rātu / Tūrei • Rāapa / Wenerei • Rāpare / Tāite • Rāmere / Paraire • Rāhoroi / Hātareai • Rātapu 	<p>Ngā Tau Say, read, write, to 20</p> <ul style="list-style-type: none"> • Tekore - tekau (0-10) • Tekau ma toru (13) • Rua tekau ma whā (24) <p>Ngā Ra Ask what the day of the week is</p> <p style="text-align: center;">Ko te aha tēnei rā? Ko te _____ tēnei</p> <ul style="list-style-type: none"> • Rāhina / Mane • Rātu / Tūrei • Rāapa / Wenerei • Rāpare / Tāite • Rāmere / Paraire • Rāhoroi / Hātareai • Rātapu <p>Ngā Marama o Te Tau Say, read, write the months of the year</p> <ul style="list-style-type: none"> • Kohi-tātea / Hānuere 	<p>Ngā Tau Say, read write, to 100</p> <ul style="list-style-type: none"> • Tekore - tekau (0-10) • Tekau ma _____ • Rua tekau - iwa tekau • Rau (hundred) • Kotahi rau (100) <ul style="list-style-type: none"> • Tua (prefix to numbers 1 to 9 to create ordinal numbers) • Tuatahi (1st) • Tuarua (2nd) • Te Tekau (10th) <p>Ngā Marama o Te Tau Ask what the month is</p> <p style="text-align: center;">Ko te aha tēnei marama?</p> <p style="text-align: center;">Ko te marama o _____</p> <ul style="list-style-type: none"> • Kohi-tātea / Hānuere • Hui-tanguru / Pēpuere • Poutū-te-rangi / Māeue 	<p>Ngā Tau Say, read write, to 1000</p> <ul style="list-style-type: none"> • Tekore - tekau (0-10) • Tekau ma _____ • Rua tekau - iwa tekau • Rau (hundred) • Kotahi rau (100) • Rua rau (200) • Kotahi rau iwa tekau ma toru (193) • Rua rau iwa tekau (260) • Kotahi mano (1000) <p>Ngā Marama o Te Tau <u>Combine numbers with the days and months to express a date</u></p> <p style="text-align: center;">Thursday, 14th of September 2012</p> <p>Te Taite, te taku mā whā o mahuru, rua mano me tekau ma rua</p>

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
<p>Communicate about number, using days of the week, months, and dates 3</p>		<ul style="list-style-type: none"> • Hui-tanguru / Pēpuere • Poutū-te-rangi / Māehe • Paenga-whāwhā / Āperira • Haratua / Mei • Pipiri / Hune • Hōngongoi / Hūrae • Here-turi-kōkā / Ākuhata • Mahuru / Hepetema • Whiringa-ā-nuku / Oketopa • Whiringa-ā-rangi / Noema • Hakihea / Tihema 	<ul style="list-style-type: none"> • Paenga-whāwhā / Āperira • Haratua / Mei • Pipiri / Hune • Hōngongoi / Hūrae • Here-turi-kōkā / Ākuhata • Mahuru / Hepetema • Whiringa-ā-nuku / Oketopa • Whiringa-ā-rangi / Noema • Hakihea / Tihema 	<p>Refer Turangawaewae Project</p>
<p>Communicate about time, weather, and seasons</p>			<p><u>Nga Taima</u> Ask what the time is and can respond with o'clock and $\frac{1}{2}$ past</p> <p style="text-align: center;">He aha te tima?</p> <p>He _____ karaka te taima</p> <ul style="list-style-type: none"> • He waru karaka (eight o'clock) • Hawhe haora pahi I te (number) karaka te tima (1/2 past) <p><u>Te Ahua O Te Rangi</u> Knows weather types</p> <ul style="list-style-type: none"> • Kapua (clouds) • Ra (sun) • Ua (rain) • Hau (wind) • Hukapapa (frost) 	<p>Refer Turangawaewae Project</p>

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
<p>Communicate about time, weather, and seasons</p>			<ul style="list-style-type: none"> • Hukarere (snow) • Ahana (warm) • Makarirri (cold) • Wera (hot) <p><u>Te Wahanga O Te Tau</u> Knows the words for the seasons</p> <ul style="list-style-type: none"> • Raumati (summer) • Koanga (spring) • Ngahuru (autumn) • Makariri (winter) 	<p>Refer Turangawaewae Project</p>
<p>Communicate about personal information, such as a name, parents, grandparents, iwi, mountain, river, and place of family origin 4</p>	<p><u>Mihimihi</u> Introduce themselves, say who their parents are</p> <p>My name is _____</p> <ul style="list-style-type: none"> • Ko _____ taku ingoa <p>_____ is my father</p> <ul style="list-style-type: none"> • Ko _____ taku pāpā <p>_____ is my mother</p> <p>Ko _____ taku māmā</p>	<p><u>Mihimihi</u> Introduce themselves, say who their grandparents are</p> <p>My name is _____</p> <ul style="list-style-type: none"> • Ko _____ taku ingoa <p>_____ is my grandfather</p> <ul style="list-style-type: none"> • Ko _____ taku koro <p>_____ is my grandmother</p> <ul style="list-style-type: none"> • Ko _____ taku kuia 	<p><u>Mihimihi</u> Introduce themselves</p> <p>Kia ora koutou katoa Ko _____ taku ingoa Ko _____ taku papa Ko _____ taku mama Ko _____ taku koro Ko _____ taku kuia Nō _____ ahau Tēnā koutou, tēnā koutou, tēnā tātou katoa</p>	<p><u>Mihimihi</u> Introduce themselves</p> <p>Tēnā koutou e hoa mā Ko _____ te maunga Ko _____ te awa Ko _____ te iwi Ko _____ taku ingoa Tēnā koutou, tēnā koutou, tēnā tātou katoa</p> <p>(Iwi can be their tribal group or family)</p>

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
<p>Communicate about personal information, such as a name, parents, grandparents, iwi, mountain, river, and place of family origin 4</p>		<p><u>Te Whare Tipuna</u> The ancestral house</p> <ul style="list-style-type: none"> • Tekoteko (arms) • Tahu (ridge / pole) • Heke / wheke (rafters) • Poupou (ancestors) • Tokomanawa (large poles, link between rangi and papa) • Tukutuku (woven panels, they tell stories) • Whakairo (art of carving) • Wharekai (dining room) • Wharemoae (sleeping house) • Wharenuui (meeting house) 	<p><u>Te Kawa O Te Marae</u> Marae Protocol</p> <ul style="list-style-type: none"> • Tangata whenua (hosts of the marae) • Manuhiri (visitor) • Te huihuinga ki waho (gathering outside the marae) • Marae (the complex that includes the meeting house, dining house) • Te wero (the challenge) • Te karanga (calling visitors onto the marae) • Te powhiri (the welcome) • Nga mihi (greetings and speeches) • Hongi • Poroporoaki (farewell) 	<p>Refer Turangawaewae Project</p>
<p>Communicate about location 5</p>	<p><u>Prepositions of Place</u> Say, read, write</p> <ul style="list-style-type: none"> • Roto (in / inside) • Waho (out / outside) • Raro (under) • Runga (on / on top of) 	<p><u>Prepositions of Place</u> Ask where classroom objects are</p> <p style="text-align: center;">Kei hea te nga ___? (where is?)</p> <p style="text-align: center;">Kei _____</p> <ul style="list-style-type: none"> • Roto (in / inside) • Waho (out / outside) • Raro (under) • Mua (in front) • Muri (behind) 	<p><u>Prepositions of Place</u> Ask where classroom objects are</p> <p style="text-align: center;">He aha tena / ena? (what is this /these near you)</p> <p style="text-align: center;">He aha tera / era? (what is this /these over there)</p>	<p><u>Prepositions of Place</u> Ask where a student is from Nō hea koe? (Where are you from?)</p> <p>Nō _____</p>

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
Communicate about location 5	<u>Nga Mea Kei Roto I Te Kopa Ake</u> Classroom Objects <ul style="list-style-type: none"> • Pukapuka (book) • Pene (pen) • Rapa (rubber) • Rūri (ruler) • Penerakau (pencil) 	<u>Nga Mea Kei Roto I Te Kopa Ako</u> Classroom Objects <ul style="list-style-type: none"> • Pukapuka (book) • Pene (pen) • Rapa (rubber) • Rūri (ruler) • Penerakau (pencil) • Tupu (table) 	<u>Nga Mea Kei Roto I Te Kopa Ako</u> Classroom Objects <ul style="list-style-type: none"> • Pene peita (felt pen) • Tini rapihi (rubbish bin) • Pikitia (picture) • Papatuhituhima (whiteboard) 	Ask where a student's family is from Nō hea ō whanau? Where is your family from? Nō _____
Understanding and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people) 6	Say, read, write, respond to <u>Thank people</u> <ul style="list-style-type: none"> • Kia ora (thanks) • Mīharo (wonderful) • Kia ora koe (thank you) Aroha ana (thank you)	<u>Apologise</u> Aroha mai (sorry)	<u>Pay simple compliments</u> <ul style="list-style-type: none"> • Tumeke (too much) • Ka rawe (how lovely) • Āna (choice!) • Ātaahua (beautiful) • Ka mau te wehi (awesome) • Rawe (neat, excellent) 	<ul style="list-style-type: none"> • Tau ana (perfect) • Tino pai rawa atu (excellent) • Kaha (strong/ capable) • Mōhio (clever)
Use and respond to simple classroom language (including asking for the word to express something in te reo Māori) 7	<u>Nga Kupu Whakahau</u> <ul style="list-style-type: none"> • Haere mai (come here) • Haere atu (go away) • E tu (stand) • E noho (sit) • Titiro mai (look) • Whakarongo mai (listen) • Pai (good) He aha te kupu Māori mō ...?	Say, read, write, respond to basic commands <ul style="list-style-type: none"> • Turituri (be quiet) • Hoki atu (go away) • Haere ki roto (go inside) • Haere ki waho (go outside) • Rārangi mai (line up here) • Whakahokia (put back) • Tino pai (very good) Whats the Māori word for ?	<ul style="list-style-type: none"> • Kia tere (be quite) 	<ul style="list-style-type: none"> • Taihoa (wait) • Kua reri (ready) • Kia tūpato (be careful) • Ka pai tō mahi (your work is good) • Tino tika koe (you're correct) • Āhua pai (okay)

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
<p>Use and respond to simple classroom language (including asking for the word to express something in te reo Māori) 7</p>	<p><u>Nga Tae</u> Colours</p> <ul style="list-style-type: none"> • Mā (white) • Whero (red) • Pango / mangu (black) • Kōwhai (yellow) • Kākāriki (green) • Kahurangi / kikorangi (blue) <p><u>Te Tinana</u> The Body</p> <ul style="list-style-type: none"> • Mahungā/ upoko (head) • Pakihiwi (shoulder) • Puku (stomach) • Hope (hip) • Waewae (leg) • Taringā (ear) • Karu / Whatu (eye) • Ihu (nose) • Waha (mouth) 	<p><u>Nga Tae</u> Colours</p> <p>He aha te tae? (what colour is this?)</p> <ul style="list-style-type: none"> • Mā (white) • Whero (red) • Pango / mangu (black) • Kōwhai (yellow) • Kākāriki (green) • Kahurangi / kikorangi (blue) • Māwhero (pink) • Karaka (orange) <p><u>Te Tinana</u> The Body</p> <ul style="list-style-type: none"> • Mahungā/ upoko (head) • Pakihiwi (shoulder) • Puku (stomach) • Hope (hip) • Waewae (leg) • Taringā (ear) • Karu / Whatu (eye) • Ihu (nose) • Waha (mouth) • Turi (knee) • Ringāringā (arm) • Kaki (neck) 	<p><u>Nga Tae</u> Colours</p> <p>He aha te tae? (what colour is this?)</p> <p>He _____ te tae</p> <ul style="list-style-type: none"> • Mā (white) • Whero (red) • Pango / mangu (black) • Kōwhai (yellow) • Kākāriki (green) • Maota (dark green) • Karera (light green) • Kahurangi / kikorangi (blue) • Māwhero (pink) • Karaka (orange) • Parāone / parauri (brown) • Tawa / waiporoporo (purple) • Puwhero (crimson) • Kiwikiwi (grey) <p><u>Te Tinana</u> The Body</p> <p>Kei hea to _____? (where is your)</p> <p>Kei konei</p> <ul style="list-style-type: none"> • Rae (forehead) 	<p>Refer Turangawaewae Project</p>

Level 1 Achievement Objectives	Year 1 - Year 2	Year 3 - Year 4	Year 5 - 6	Year 7 - Year 8
Use and respond to simple classroom language (including asking for the word to express something in te reo Māori) 7			<ul style="list-style-type: none"> • Kanohi (face) • Paparinga (cheeks) • Matimati (fingers / toes) • Ngutu (lips) • Poho (chest) • Arero (tongue) 	Refer Turangawaewae Project

Tikanga Ideas - School Wide

<ul style="list-style-type: none"> • Manaakitanga and aroha (caring for each other and being encouraging and supportive) • Mahi tahi (cooperating) • Whakawhanaungatanga (socialising) • Kaitiakitanga (taking care of the environment) • Te hiringa i te mahara (pursuing excellence) • Mana motuhake (high expectations) • Rerekētanga (celebrating diversity) • Mahi ngātahi (respecting each other's contributions) • Ako (teachers as learners / learners as teachers) 	<ul style="list-style-type: none"> • Waiata • Kapa Haka • Waiata-a-ringa / poi • Myths and Legends • Māori Art -kawhaiwhai / tukutuku / weaving • Māori Games / titi torea • Marae Visits • Treaty of Waitangi • Matariki 	<ul style="list-style-type: none"> • Basic kawa (marae protocols) shown - not sitting on tables • Tuakana-teina learning (buddy learning)
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Turangawaewae Project
2 year independent project using previous years learning

Odd Year	Even Year
<ul style="list-style-type: none"> • Mihimihi-Oral • Nga Wahi • Nga Tatau • Nga Kararehe • Nga Kakahu • Te Tinana • Nga Marama • Research (Hangi) • Calligraphy (Ka Mate-haka) 	<ul style="list-style-type: none"> • Ko au (About me) • Nga Wahi • Te Whanau • Nga Tae • Oral-puppets • Research(Poi/Haka/Rakau) • Nga Kai • Nga Kupu whakahau • Calligraphy (National Anthem)