Te Āo Māori Planning Term: Level: Teacher/Team:

Over-Arching Topic/Learning Area (NZCD):

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| **Achievement Objective(s):**  *(From Progressions)* | **Specific Learning Outcomes:**  *(Learning Intentions)* |
| **W.A.L.T:** | **Success Criteria:** |
| **Modes:** *(Highlight)*  *(Nga Ara Reo/Learning Modes)*  Pink reading image. Pānui (Reading)  Whakarongo (Listening)  Pink Viewing image. Mātakitaki (Viewing)  Korero icon. Kōrero (Speaking)  Pink Writing image. Tuhituhi (Writing)  Pink presenting image. Whakaatu (Presenting) | **Māori Context:** (*Highlight)*   * Cutural Practices/Traditions * History/Past Events/Local Stories * The Creation/Nga Atua * Marae (functions/roles/ceremonies) * The Migration/Te Arawa Waka * Māori leaders (Maui/Ihenga/Tamatekapua) * Research/Inquiry * Matariki/Māori Language Week/Waitangi Day * Pōhiri/Protocols * Kawa/Tikanga * Whakapapa/Geneology/Pepeha |
| **Language Focus:** *(Content)* | **Topic Focus:** *(Context)* |
| **Resources:** | **Integrated:** *(Highlight)*   * Inquiry/Research * Literacy * The Arts * Technology * Social Science * Science * Health/Hauora |
| **Assessment:**  See Assessment Rubrics | **Integrated (how):** |
| **Reflection:** | **Next Steps:** |

Te Āo Māori Planning Term: Level: Teacher/Team:

Over-Arching Topic (N.Z.C): Environment Unit.

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| **Achievement Objective(s):**  *(From Progressions)*   * *1.7 Use and respond to simple classroom language.* | **Specific Learning Outcomes:**  *(Teacher)*   * *Follow basic instructions ie, e noho, e tu, whakarongo, whakarārangi, kōrero, peke etc...* * *Give those same basic instructions to a peer.* |
| **W.A.L.T:**  *(One per term)*   * *Follow instructions in Te Reo Māori.* * *Give instructions in Te Reo Māori.* | **Success Criteria:**  *(One per term)*   * *Can give and follow instructions in Te Reo Māori.* |
| **Modes:** *(Highlight/Tick)*  *(Nga Ara Reo)*  Pink reading image. Pānui (Reading)  Pink Listening image. Whakarongo (Listening)  Pink Viewing image. Mātakitaki (Viewing)  Korero icon. Kōrero (Speaking)  Pink Writing image. Tuhituhi (Writing)  Pink presenting image. Whakaatu (Presenting) | **Māori Context:** (*Highlight)*   * Cutural Practices/Traditions * History/Past Events/Local Stories * The Creation/Nga Atua * Marae (functions/roles/ceremonies) * The Migration/Te Arawa Waka * Māori leaders (Maui/Ihenga/Tamatekapua) * Research/Inquiry * Matariki/Māori Language Week/Waitangi Day * Pōhiri/Protocols * Kawa/Tikanga * Whakapapa/Geneology/Pepeha |
| **Language Focus:** *(Term)*  *(Content)*   * *Basic classroom commands* * *Playground instructions (run, jump, skip etc)* * *Basic sentance structure – Kei te “peke” ahau.* | **Topic Focus:** *(Term)*  *(Context)*   * *The Creation (Nga Atua)* * [*http://eng.mataurangamaori.tki.org.nz/Support-materials/Te-Reo-Maori/Maori-Myths-Legends-and-Contemporary-Stories/Tawhirimatea*](http://eng.mataurangamaori.tki.org.nz/Support-materials/Te-Reo-Maori/Maori-Myths-Legends-and-Contemporary-Stories/Tawhirimatea)   *(Story of Tawhirimātea)* |
| **Resources:**   * List of verbs with translation * Sentance structure worksheet * Pronunciation practise – Māori language interactive website? * Mimio Resources * Verb flash cards (run/jump/listen) * The Creation story – book/web * Pastels/Paint (Art) * Karakia words * Visual – Google Images/Books | **Integrated:** *(Choose one or two and state how?)*   * Inquiry/Research * Literacy * The Arts * Technology * Social Science * Science * Health/Hauora   **How?:**   * **Reading:** We will read the story of The Creation (shared)/Reading group rotation – tāwhirimātea story. * Learn the names of the Atua and Māori beliefs surrounding their role. * **Art (visual):** Draw a picture of ONE Atua using appropriate patterns and colour. * **Oral Language:** Learn a Karakia that incorporates the environment (cutting flax/planting kai/catching fish). * **Writing:** Write a descriptive piece about the creation. * **Handwriting:** Incorporate new Karakia/Atua. |
| **Assessment:**   * *1.7 Use and respond to simple classroom language (evidence)* * **Art Piece (conventions)** * **Written Piece (Rocket)** | **Reflection/Next Steps:** |

Language Assessment Example (A.F.L):



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| **Understand and use words for common classroom objects**  For example:  *akomanga (classroom), rorohiko (computer), kaiako (teacher), pukapuka (book)* | | | | | | | | | |
| **Success criteria:** | **Self-**  **assessment**  ☺ 😐 ☹ | | | **Peer**  **assessment**  ☺ 😐 ☹ | | | **Teacher**  **assessment**  ☺ 😐 ☹ | | |
| I can understand simple words about the classroom when I hear them. |  |  |  |  |  |  |  |  |  |
| I can say simple words about the classroom. |  |  |  |  |  |  |  |  |  |
| I can write simple words about the classroom. |  |  |  |  |  |  |  |  |  |

