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
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 |
| **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. |  |  |  |  |  |  |  |  |  |

