



The New Zealand Curriculum

Literacy and Numeracy and the Curriculum Key Competencies

Some learning contexts

English

The Arts

Health and Physical Education

Learning Languages

Mathematics and Statistics

Science

Social Sciences

Technology

Using language, symbols and text

1. Emergent Understandings

Relating to Others

Thinking

Participating & Contributing

Managing Self

We can understand that language sounds can be represented by symbols (e.g. English alphabet).

Other languages, symbols, and non verbal modes (body language, dance, drama) can be used to represent ideas and concepts e.g. Māori; mathematical symbols = + -; diagrams; graphs, emotions.

The words and/or actions and symbols we choose can make our messages clearer or more interesting.

We can use pictures, symbols and/or written texts and number stories to represent thinking, ideas, events, and stories of people (print/electronic).

Speaking and listening is important to communicate ideas, questions, social interactions, needs.

We use texts and symbols in different ways according to our purpose and audience e.g. flowcharts; greetings; number stories; recipes; maps, instructions; experiments, explanations

There are different ways in which people understand and think about our world. Reading, writing, listening and speaking provide opportunities to do this. Searching for knowledge and answers to questions is important.

It can be like having a toolbox of different tools that can be used for different things. There are a range of thinking processes and strategies we can use to solve problems. This can include writing and/or mapping our thinking. What does this mean? Where does this lead? Why does it say/look like that that? What can I expect? What could be next? Why is this the pattern?

We can think about really good questions to ask that will help us understand better; we can also help answer questions other people might have. We can all help each other with understanding.

Often we or others can come up with useful questions, strategies or ideas that nobody else has thought of. We can feel really great about this and it can really help others.

It can be helpful to look for patterns in language symbols and text, to sort, to organise, to see similarities and connections, infer, predict and critically reflect to help our understanding

Even though we may find something a little hard it is important that we 'have a go' so we learn to do new things by ourselves.

We can use the things we know and can do to help us with new learning. Sometimes we learn through copying someone else, trial and error, through discussion and reflection or through feedback from others.

When we are stuck on some part of our learning, that it is important to know when to ask for help and when to keep trying.

People learn in different ways and we can help them if we know they want our help.

To understand that completing tasks and activities at certain times is helpful to ourselves and to others e.g. home reading; having equipment needed; completing tasks in maths kit.

Language is a communication tool that can help us understand ourselves and interact with and understand others better. Sometimes language can be misused to hurt others.

When we read, write and talk about other people's ideas, experiences or approaches they may be different to our own. They may also talk or write differently. We can help each other understand and learn from our similarities and differences.

Talking or writing about our own ideas, feelings or experiences can help other people understand us.

We can learn from other people and they can learn from us.

Talking with others about our thinking can help clarify our own and others understanding of texts and concepts and approaches to problem solving.

Thinking about our learning helps us learn even better. We can think about what we already know or can do, what we expect to or want to learn about, what new things we have learnt and what we want to do next time.

Sometimes we have to do a lot of thinking about something and it can be hard. This is a good thing because we can often come up with better ideas or solutions when we take more time to think.

People belong to different groups – small and large. People can belong to many different groups.

We can help others to learn too, by listening, allowing them time to think and encouraging them to share their ideas, strategies and thoughts and sharing our own.

We have responsibilities to the groups to which we belong.

We can work together on an activity or solution. It can be more effective to work in this way when each person contributes their thinking and/or their piece of the task.

Sometimes individuals want to do/talk about different things than the group and they need to talk (negotiate) this. Discussion is one way of doing this.

We can experience deep enjoyment from becoming a reader, writer and mathematician and the contribution this makes to our own life and the lives of others.

Vision

Values

Principles

Key Competencies

Learning Areas

NATIONAL STANDARDS

After one year



At end of Year 4

