

Tirohanga Whānui Overview (AOs)



What teachers need to know

This document contains the main curriculum achievement objectives that relate to the following eight resources. The resources have been developed to complement Movin'March activities around the benefits of safe and active travel.

All of these can be found on our [Movin'March resources](#) page. They are:

- Movin'March Overview – summary of resources
- What is Movin'March?
- Toiora (Wellbeing)
- Hono (Connecting)
- Te Taiao (Environment)
- Māia (Confidence)
- Mātātoa mahi (Adventure)
- [Te Haerenga o ngā Tamariki \(The Children's Journey\)](#)



Learning Area	Movin'March resources
English	<ul style="list-style-type: none"> • What is Movin'March? • Hono (Connecting) • Māia (Confidence) • Mātātoa Mahi (Adventure)
The Arts and Visual Arts	<ul style="list-style-type: none"> • Mātātoa Mahi (Adventure)
Science	<ul style="list-style-type: none"> • Te Taiao (Environment)
Social Sciences and Social Studies	<ul style="list-style-type: none"> • What is Movin'March?
Mathematics and Statistics	<ul style="list-style-type: none"> • What is Movin'March? • Mātātoa Mahi (Adventure) • Te Haerenga o ngā Tamariki (The Children's Journey)
Health and Physical Education	<ul style="list-style-type: none"> • Toiora (Wellbeing) • Hono (Connecting) • Māia (Confidence) • Mātātoa Mahi (Adventure)

Learning areas

English – from Te Mātaiaho – The Refreshed New Zealand Curriculum – Know, Understand, Do:

Years 0-3 – Progress outcome for English by the end of year 3.

Do – Te tūhono mā te whakawhiti kōrero|Connecting through storytelling:

- I can draw on my imagination and what is familiar to me to craft and share oral, written, visual, and multimodal texts as a way of making sense of my world.

Years 4-6 – Progress outcome for English by the end of year 6.

Do – Te whakamahi rautaki ki te whai māramatanga | Comprehending and creating texts:

- I can use writing as a tool to think about, record, and communicate experiences, ideas, and information.

Years 7-8 – Progress outcome for English by the end of year 8.

Do – Te whakamahi rautaki ki te whai māramatanga | Comprehending and creating texts:

- I can use the codes and conventions of different modes and text types for effect in the texts I compose.

The Arts and Visual Arts:

Level 1 – Developing ideas – Students will investigate visual ideas in response to a variety of motivations, observation, and imagination.

Level 2 – Developing ideas – Students will investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

Level 3 and 4 – Developing ideas – Students will develop and revisit visual ideas in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

Science:

Levels 1 and 2 – Nature of science - participating and contributing. Students will explore and act on issues and questions that link their science learning to their daily living.

Levels 3 and 4 – Nature of science - participating and contributing. Students will:

- Use their growing science knowledge when considering issues of concern to them.
- Explore various aspects of an issue and make decisions about possible actions.

Social Sciences and Social Studies – from the New Zealand Curriculum:

Level 1 – Students will gain knowledge, skills, and experience to understand how:

- Belonging to groups is important for people (eg hapū, iwi).
- People have different roles and responsibilities as part of their participation in groups.
- The past is important to people.
- Places in New Zealand are significant for individuals and groups.
- The cultures of people in New Zealand are expressed in their daily lives.

Level 2 – Students will gain knowledge, skills, and experience to understand how:

- People have social, cultural, and economic roles, rights, and responsibilities.
- People make choices to meet their needs and wants.
- Cultural practices reflect and express people's customs, traditions, and values.
- Time and change affect people's lives.
- Places influence people and people influence places.

Level 3 – Students will gain knowledge, skills, and experience to understand how:

- Cultural practices vary but reflect similar purposes.
- People view and use places differently.
- People make decisions about access to and use of resources.
- People remember and record the past in different ways.

Level 4 – Students will gain knowledge, skills, and experience, to understand how:

- People pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Exploration and innovation create opportunities and challenges for people, places, and environments.
- Understand that events have causes and effects.
- Formal and informal groups make decisions that impact communities.
- People participate individually and collectively in response to community challenges.

Mathematics and Statistics:

Level 1 – Statistics/statistical investigation. They will solve problems and model situations that require them to conduct investigations using the statistical enquiry cycle:

- Posing and answering questions.
- Gathering, sorting and counting, and displaying category data.
- Discussing the results.

Level 2 – Statistics/statistical investigation. They will solve problems and model situations that require them to conduct investigations using the statistical enquiry cycle:

- Posing and answering questions.
- Gathering, sorting, and displaying category and whole-number data.
- Communicating findings based on the data.

Level 3 – Statistics/statistical investigation. They will solve problems and model situations that require them to conduct investigations using the statistical enquiry cycle:

- Gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions.
- Identifying patterns and trending in context, within and between data sets.
- Communicating findings, use data displays.

Level 4 – Statistics/statistical investigation. They will solve problems and model situations that require them to plan and conduct investigations using the statistical enquiry cycle:

- Determining appropriate variables and data collection methods.
- Gathering, sorting, and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends.
- Comparing distributions visually.
- Communicating findings, using appropriate displays.

Level 1 – Number and algebra/number strategies. They will solve problems and model situations that require them to use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.

Health and Physical Education:

Level 1 – Personal health and physical development – A:

- A1 Personal growth and development: Students will describe feelings and ask questions about their health, growth, development, and personal needs and wants.
- A2 Regular physical activity: Students will participate in creative and regular physical activities and identify enjoyable experiences.
- A3 Safety management: Students will describe and use safe practices in a range of contexts and identify people who can help.
- A4 Personal identity: Students will describe themselves in relation to a range of contexts.

Level 2 – Personal health and physical development – A:

- A1 Personal growth and development: Students will describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.
- A2 Regular physical activity: Students will experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.
- A3 Safety management: Students will identify risk and use safe practices in a range of contexts.
- A4 Personal identity: Students will identify personal qualities that contribute to a sense of self-worth.

Level 3 – Personal health and physical development – A:

- A1 Personal growth and development: Students will identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.
- A2 Regular physical activity: Students will maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
- A3 Safety management: Students will identify risks and their causes and describe safe practices to manage these.
- A4 Personal identity: Students will describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Level 4 – Personal health and physical development – A:

- A2 Regular physical activity: Students will demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.
- A3 Safety management: Students will access and use information to make and action safe choices in a range of contexts.