NZ Curriculum Mapping: Visy Education – Design Thinking – Empathise – Understanding the Waste Problem – Years 5 & 6

How to use:

To avoid this document expanding across several pages, we have cited the key indicators for one level, trusting that you will understand how they relate to key indicators at other levels.

For example, a key indicator for Processes and Strategies in Listening, Reading, Viewing at Level 3 reads:

“selects and uses a range of processing and comprehension strategies with growing understanding and confidence;”

The related indicator at Level 4 reads similarly:

“selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;”

And at Level 5:

“selects and uses appropriate processing and comprehension strategies with confidence;”

# English

In a range of meaningful contexts, students identify and use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images that require them to:

## Curriculum Level Six

## Speaking, Writing and Presenting

### Purposes and audience

Show a developed understanding of how texts are shaped for different purposes and audiences.

## Curriculum Level Seven

## Speaking, Writing and Presenting

### Ideas

Select, develop, and communicate sustained ideas on a range of topics.

# Science

In a range of meaningful contexts, students are encouraged to conduct investigations, classify different types of observable changes and use scientific language to describe and predict outcomes that require them to:

## Curriculum Level Six

## Nature of Science

### Participating and contributing

Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate.

### Communicating in Science

Use a wider range of science vocabulary, symbols, and conventions.

Apply their understandings of science to evaluate both popular and scientific texts (including visual and numerical literacy).

## Physical World

### Physical Inquiry and Physical concepts

Investigate trends and relationships in physical phenomena (in the areas of mechanics, electricity, electromagnetism, heat, light and waves, and atomic and nuclear physics).

Demonstrate an understanding of physical phenomena and concepts by explaining and solving questions and problems that relate to straightforward situations.

Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

## Curriculum Level Six

## Statistics

### Statistical Investigation

Plan and conduct investigations using the statistical enquiry cycle.

## Mathematics and Statistics

In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:

## Curriculum Level Seven

## Mathematics

### Patterns and Relationships

Display the graphs of linear and nonlinear functions and connect the structure of the functions with their graphs.

## Statistics

### Statistical Investigation

Make inferences from surveys and experiments.

## Technology

In a range of meaningful contexts, students create sustainable design solutions for the prescribed contexts suitable for identified needs or opportunities that require them to:

## Curriculum Level Six

## Technological Practice

### Planning for practice

Critically analyse their own and others’ past and current planning practices in order to make an informed selection and effective use of planning tools. Use these to support and justify ongoing planning that will see the development of an outcome through to completion.