# NZ Curriculum Mapping: 2040 – Exploring The Themes Of 2040 – Years 7–10

English teachers - 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;”

This lesson is ideally aligned across curriculum levels 3-6, and focuses on Reading, Viewing, and Speaking.

English

## Curriculum Level 3

## Listening, Reading, Viewing

### Processes and Strategies

Students will: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Key Indicators:

* selects and uses a range of processing and comprehension strategies with growing understanding and confidence;
* thinks critically about texts with developing confidence;

### Purposes and Audiences

Students will: Show a developing understanding of how texts are shaped for different purposes and audiences.

Key Indicators:

* recognises and understands how texts are constructed for a range of purposes, audiences, and situations;
* identifies particular points of view and begins to recognise that texts can position a reader;

### Ideas

Students will: Show a developing understanding of ideas within, across, and beyond texts.

Key Indicators:

* makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them;

### Language Features

Students will: Show a developing understanding of how language features are used for effect within and across texts.

Key Indicators:

* uses an increasing vocabulary to make meaning;

### Structure

Students will: Show a developing understanding of text structures.

Key Indicators:

* identifies a range of text forms and recognises some of their characteristics and conventions.

## Speaking, Writing, Presenting

### Processes and Strategies

Students will: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Key Indicators:

* creates a range of texts by integrating sources of information and processing strategies with developing confidence;
* is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence.

### Purposes and Audiences

Students will: Show a developing understanding of how to shape texts for different purposes and audiences.

Key Indicators:

* constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;

### Ideas

Students will: Select, form, and communicate ideas on a range of topics.

Key Indicators:

* forms and expresses ideas and information with increased clarity, drawing on a range of sources;

### Structure

Students will: Organise texts, using a range of appropriate structures.

Key Indicators:

* organises written ideas into paragraphs with increasing confidence;
* organises and sequences ideas and information with increasing confidence;

# Science

## Curriculum Level 3

### Nature of Science

Participating and Contributing

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

### Planet Earth and Beyond

Earth Systems

* Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth’s resources.

## Curriculum Level 4

### Nature of Science

Understanding about science

* Appreciate that science is a way of explaining the world and that science knowledge changes over time.
* Identify ways in which scientists work together and provide evidence to support their ideas.

Investigating in Science

* Build on prior experiences, working together to share and examine their own and others’ knowledge.

Participating and Contributing

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

### Planet Earth and Beyond

Earth Systems

### Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth’s resources.

## Curriculum Level 5

### Nature of Science

Understanding about science

* Understand that scientists’ investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

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.

### Planet Earth and Beyond

Earth Systems

* Investigate the composition, structure, and features of the geosphere, hydrosphere, and atmosphere.

Interacting Systems

### Investigate how heat from the Sun, the Earth, and human activities is distributed around Earth by the geosphere, hydrosphere, and atmosphere.

## Curriculum Level 6

### Nature of Science

Understanding about science

* Understand that scientists’ investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

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.

### Planet Earth and Beyond

Interacting Systems

* Develop an understanding of how the geosphere, hydrosphere, atmosphere, and biosphere interact to cycle carbon around Earth.