# NZ Curriculum Mapping: 2040 – Finding Out About 2040 – Years 5 & 6

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 2-4, and focuses on Viewing and Speaking.

English

## Curriculum Level 2

## Listening, Reading, Viewing

### Processes and Strategies

Students will: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Key Indicators:

* selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence;
* thinks critically about texts with increasing understanding and confidence;

### 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 ideas;

### Structure

Students will: Show a developing understanding of text structures.

Key Indicators:

* understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning;

## Speaking, Writing, Presenting

### Processes and Strategies

Students will: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

Key Indicators:

* creates texts by using meaning, structure, visual and grapho-phonic sources of information, and processing strategies with growing confidence;
* is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.

### Purposes and Audiences

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

Key Indicators:

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

### Ideas

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

Key Indicators:

* forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge;

### Language Features

Students will: Use language features appropriately, showing some understanding of their effects.

Key Indicators:

* uses oral, written, and visual language features to create meaning and effect;

### Structure

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

Key Indicators:

* uses knowledge of word and sentence order to communicate meaning when creating texts;
* organises and sequences ideas and information with some confidence;

Technology

## Curriculum Level 2

### Technological Knowledge

Technological Products

* Understand that there is a relationship between a material used and its performance properties in a technological product.

Technological Systems

* Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.

### Nature of Technology

Characteristics of Technology

* Understand that technology both reflects and changes society and the environment and increases people’s capability.

## Curriculum Level 3

### Technological Knowledge

Technological products

* Understand the relationship between the materials used and their performance properties in technological products.

Technological systems

* Understand that technological systems are represented by symbolic language tools and understand the role played by the “black box” in technological systems.

### Nature of Technology

Characteristics of technology

* Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.

## Curriculum Level 4

### Technological Knowledge

Technological products

* Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product.

Technological systems

* Understand how technological systems employ control to allow for the transformation of inputs to outputs.

### Nature of Technology

Characteristics of technology

* Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.