

Appendix: Example of Proposed Content and Themes

Programme Description	Theme(s)	Learning Style	Te Whāriki outcomes Kōhungahunga (2-5-years old)	Te Marautanga o Aotearoa outcomes	
				Kura Tuatahi (5-8-years old)	Kura Tuatahi (9-12-years old)
PROPOSED MRMO THEMED CONTENT					
<p>PROGRAMME 1</p> <p>Showcasing the teaching and learnings of traditional and original waiata and karakia around Rongo and Haumia – featuring tamariki from around the motu engaged in micro māra projects and activities.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Auditory-musical, interpersonal</p>	<p>Te Whāriki - Principles: Holistic Development - Kotahitanga</p> <p>Te Whāriki - Strands: Belonging - Mana Whenua</p> <p>Learning Outcomes: Mana Whenua Making connections between people, places and things in their world te waihanga hononga</p> <p>Taking part in caring for this place te manaaki i te taiao</p> <p>Understanding how things work here and adapting to change te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni</p> <p>Showing respect for kaupapa, rules and the rights of others te mahi whakaute</p>		
<p>PROGRAMME 2</p>	<p>Rongo rāua ko Haumia</p>	<p>Intrapersonal, kinaesthetic</p>	<p>Te Whāriki - Principles: Empowerment - Whakamana</p>		

<p>A series about mindfulness/whakatau te wairua using breathing and actions (meditation) to support emotional wellbeing.</p>	<p>(Wellbeing)</p>		<p>Te Whāriki - Strands: Wellbeing - Mana Atua</p> <p>Learning Outcomes: Keeping themselves healthy and caring for themselves te oranga nui Managing themselves and expressing their feelings and needs te whakahua whakaaro</p> <p>Keeping themselves and others safe from harm te noho haumarua</p>	
<p>PROGRAMME 3</p> <p>A series about Māori History featuring strategies used to integrate localised stories and histories into everyday learning - <i>see website directive for teaching methods</i></p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Inquiry teaching and learning, linguistic</p>		<p>Ngā wāhanga ako: Tikanga-ā-iwi (Social Sciences)</p> <p>Ngā taumata ako: Taumata 3 = Tau kura 4-8</p> <p>Ngā hua ako: (examples)</p> <p>Place and Environment:</p> <ol style="list-style-type: none"> 1. Explain the natural and cultural features of a place. Explain how places reflect the past interactions between people and the environment. 2. Explain how exploration presents opportunities and challenges for people, places, and environments.
<p>PROGRAMME 4</p> <p>A series that introduces the origins of kai, te māra tuatahi i Aotearoa, and methods of planting and cultivating – <i>a supplementary series to Ki Waho</i></p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Inquiry teaching and learning, kinaesthetic, mathematical</p>		<p>Ngā wāhanga ako: Hauora</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples) Personal Health and Development - Food, nutrition and sustenance</p>

				<p>Growth and development</p> <p>1. Discuss and express feelings about their development such as food and nutrition, looking after themselves, and family routines.</p> <p>Safety</p> <p>2. Describe simple health and safety practices.</p>
<p>PROGRAMME 5</p> <p>Ngā Toi - Ngā mahi toi a te Māori (mai rā āno ki te ao o nāianeī)</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Spatial</p>		<p>Ngā wāhanga ako: Ngā Toi</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples)</p> <ul style="list-style-type: none"> • Sound Arts Investigate, participate in, and develop an understanding of: - elements and types of sound heard in the everyday environment; - musical learning activities including listening, imitating, repetition and creative play; - many different types of sound. Self-guided musical exploration aids learning at this level.
<p>PROGRAMME 6</p> <p>A series about healthy food and active play to encourage connection to Rongo and Haumia (can work alongside Sport NZ Ihi Aotearoa)</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Kinaesthetic</p>		<p>Ngā wāhanga ako: Hauora</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples) Movement concepts and motor skills</p> <p>Physical Education</p> <p>1. Develop a range of movements. Applying movement skills</p>

				<p>2. Participate in games, movement and physical activities and identify the factors that make participation enjoyable.</p> <p>Personal Health and Development - Food, nutrition and sustenance</p> <p>Growth and development</p> <p>1. Discuss and express feelings about their development such as food and nutrition, looking after themselves, and family routines.</p> <p>Safety</p> <p>2. Describe simple health and safety practices.</p>
<p>PROGRAMME 7</p> <p>A series aimed at 3-5year olds using creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning of local pūrakau.</p>	<p>Ngā Mahi a Rēhia (Creativity)</p>	<p>Spatial, Kinaesthetic, Interpersonal</p>	<p>Te Whāriki - Principles: Empowerment – Whakamana</p> <p>Te Whāriki - Strands: Belonging - Mana Whenua Exploration - Mana Aotūroa</p> <p>Mana Whenua Making connections between people, places and things in their world te waihanga hononga</p> <p>Mana Aotūroa Playing, imagining, inventing and experimenting te whakaaro me te tūhura i te pūtaiao</p>	
<p>PROGRAMME 8</p> <p>A series on iwi stories told through art and performance – <i>with specific connection to Te Aho Ngārahu content.</i></p>	<p>Ngā Mahi a Rēhia (Creativity)</p>	<p>Spatial, Kinaesthetic, Interpersonal</p>		<p>Ngā wāhanga ako: Ngā Toi</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples)</p>

				<p>Performance Arts</p> <p>Investigate, use, develop an understanding of and celebrate: - dramatic elements including use of the body, sound, and language; - types of spaces and participation in imitation activities and improvisation; - use of body and voice together in diverse contexts; - her/his original dramatic work and those of others.</p> <p>Visual Arts</p> <ul style="list-style-type: none"> Investigate, participate in, develop knowledge and understanding of: - elements and concepts - signs in her/his world. Learn by experimenting with diverse resources from the Māori world and beyond.
<p>PROGRAMME 9</p> <p>A series that speaks about the constellations through waiata/mōteatea and Pūrakau and how Māori navigated time and space.</p>	<p>Ngā Mahi a Rēhia (Creativity)</p>	<p>Auditory, linguistic</p>		<p>Ngā wāhanga ako: Pūtaiao</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples)</p> <p>The Natural World - Astronomy</p> <ol style="list-style-type: none"> Develop understanding of the cycles and interactions of space objects, from this world to the stars. <p>Philosophy and History of Science</p> <p>Learn about the knowledge system of science:</p> <ul style="list-style-type: none"> how it develops, and the role of: central theories and concepts; cognitive and moral values; modern and traditional philosophies pertaining to the relationship between humanity and the natural world;

				<ul style="list-style-type: none"> the impacts of science knowledge on individuals, society and the natural environment. These studies enable the development of critical skills for the evaluation of science and its applications from the student's own perspective.
<p>PROGRAMME 10</p> <p>A series using waiata to encourage the use of instruments (poi/rara/tititōrea) to build on motor skills</p>	Ngā Mahi a Rēhia (Creativity)	Kinaesthetic		
<p>PROGRAMME 11</p> <p>A series about exploring the composition, performance of waiata and haka.</p>	Ngā Mahi a Rēhia (Creativity)	Auditory, Linguistic		<p>Ngā wāhanga ako: Ngā Toi</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples)</p> <p>Performance Arts</p> <ul style="list-style-type: none"> Investigate, use, develop an understanding of and celebrate: - dramatic elements including use of the body, sound, and language; - types of spaces and participation in imitation activities and improvisation; - use of body and voice together in diverse contexts; - her/his original dramatic work and those of others. Sound Arts Investigate, participate in, and develop an understanding of: - elements and types of sound heard in the everyday environment; - musical learning activities including listening, imitating, repetition and creative play; - many different types of sound. Self-guided musical exploration aids learning at this level.

<p>PROGRAMME 12</p> <p>A series about traditional Māori games and activities - <i>supplement with Tāwera Fitness for Tamariki.</i></p>	<p>Ngā Mahi a Rēhia (Creativity)</p>	<p>Kinaesthetic</p>		<p>Ngā wāhanga ako: Hauora</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples) Movement concepts and motor skills</p> <p>Physical Education</p> <ol style="list-style-type: none"> 1. Develop a range of movements. Applying movement skills 2. Participate in games, movement and physical activities and identify the factors that make participation enjoyable. 	
<p>PROGRAMME 13</p> <p>A series aimed at use of rotarota around Atua Māori to give insight into to Kaitiakitanga (guardianship)</p>	<p>Mai te Maunga ki te Moana (Identity, Language and Culture)</p>	<p>Linguistic, auditory-musical</p>	<p>Te Whāriki - Principles: Empowerment - Whakamana</p> <p>Te Whāriki - Strands: Belonging - Mana Whenua Contribution - Mana Tangata</p> <p>Mana Tangata Treating others fairly and including them in play te ngākau makuru Recognising and appreciating their own ability to learn te rangatiratanga Using a range of strategies and skills to play and learn with others te ngākau aroha</p> <p>Mana Whenua Making connections between people, places and things in their world te waihanga hononga</p>		

			<p>Taking part in caring for this place te manaaki i te taiao</p> <p>Understanding how things work here and adapting to change te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni</p> <p>Showing respect for kaupapa, rules and the rights of others te mahi whakaute</p>		
<p>PROGRAMME 14</p> <p>A series using natural materials (shells, rākau, toka, things that can be found in different taiao) to create art and share stories and experiences.</p>	<p>Mai te Maunga ki te Moana</p> <p>(Identity, Language and Culture)</p>	<p>Kinaesthetic, linguistic</p>	<p>Te Whāriki - Principles:</p> <p>Empowerment - Whakamana</p> <p>Holistic Development - Kotahitanga</p> <p>Te Whāriki - Strands:</p> <p>Belonging - Mana Whenua</p> <p>Exploration - Mana Aotūroa</p> <p>Mana Whenua</p> <p>Making connections between people, places and things in their world te waihanga hononga</p> <p>Taking part in caring for this place te manaaki i te taiao</p> <p>Understanding how things work here and adapting to change te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni</p> <p>Showing respect for kaupapa, rules and the rights of others te mahi whakaute</p>		

			Mana Aotūroa Playing, imagining, inventing and experimenting te whakaaro me te tūhurahura i te pūtaiao		
<p><i>Te Puna Ako me Koro Kunekune</i></p> <p>An inquiry-based series where Koro Kunekune builds on the current knowledge base of a curious tamaiti keen to explore the world around him.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Inquiry teaching and learning</p>		<p>Ngā wāhanga ako: Te Reo Māori (Māori language and literature)</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples)</p> <p>Language Strategies: Uses listening, repetition, chanting and memorisation as language learning strategies. Uses simple questions to gain information.</p>	
<p><i>Ki Waho</i></p> <p>A series presented by Hawaiiiki Tamati as she uses waiata, natural tools from the taiao and Te Ataarangi to communicate Kaupapa Māori ideas around learning.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Intrapersonal, spatial teaching and learning</p>		<p>Ngā wāhanga ako: Putaiiao (Science) Hauora (Health and wellbeing)</p> <p>Ngā taumata ako: Taumata 2 = Tau kura 2-6</p> <p>Ngā hua ako: (examples)</p> <p>The Organism</p> <ol style="list-style-type: none"> 1. Learn about the needs every living thing has in order to survive. 2. Discuss ideas about living things, so as to classify them according to observable differences. 	

				<p>The Biological Environment</p> <ol style="list-style-type: none"> 1. Learn about extinct types of animals that once lived on Earth. 2. Develop understanding that a living thing has characteristics which help it survive in its habitat. <p>Earth Science</p> <ol style="list-style-type: none"> 3. Learn how volcanoes and earthquakes change the appearance of the landscape, particularly the effects on mountains and rivers. <p>Astronomy</p> <ol style="list-style-type: none"> 4. Discuss ideas about the Sun and the Moon and their effects on the Earth.
<p>Kura Kāinga</p> <p>Rehia Henara, a kaiako and fulltime mum integrates art, math and life skill tasks into everyday activities whilst at home with her two hineriki.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Inquiry teaching and learning, Linguistic, mathematical</p>		<p>Ngā wāhanga ako: Pāngarau (Mathematics) Putaiāo (Science) Te Reo Māori (Māori language and literature)</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples) Pāngarau Literacy: Number Knowledge, Patterns and Relationships, Measurement and Geometry</p> <p>Science Literacy: Properties and Changes of Matter</p>

				1. Observe and describe the major properties, such as colour, texture, odour, of familiar materials, and the changes that occur when materials are mixed, heated, or cooled.	
<p>Tāwera Fitness for Tamariki</p> <p>A series of easy to follow at home-based exercises for tamariki.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Kinaesthetic, Aural</p>	<p>Ngā wāhanga ako: Hauora (Health and wellbeing) Te Reo Māori (Māori language and literature)</p> <p>Ngā taumata ako: Taumata 3 = Tau kura 4-8</p> <p>Ngā hua ako: (examples) Movement concepts and motor skills: Physical education</p> <ol style="list-style-type: none"> 1. Apply the principles of motor skill learning to improve fine motor skills. <p>Applying movement skills</p> <ol style="list-style-type: none"> 2. Demonstrate understanding and affirmation of people’s diverse cultural and social needs when participating in physical activities. 		
<p>Mōrena</p> <p>A series that follows a family in their home, integrating learning into everyday activities.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Interpersonal, linguistic</p>	<p>Ngā wāhanga ako: Hauora (Health and wellbeing)</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3</p> <p>Ngā hua ako: (examples) Personal health and development - Growth and development</p>		

			<ol style="list-style-type: none"> 1. Discuss and express feelings about their development such as food and nutrition, looking after themselves, and family routines. <p>Safety</p> <ol style="list-style-type: none"> 2. Describe simple health and safety practices. <p>Movement concepts and motor skills</p> <p>Physical Education</p> <ol style="list-style-type: none"> 1. Develop a range of movements. Applying movement skills. 2. Participate in games, movement and physical activities and identify the factors that make participation enjoyable. 		
<p>Whare Rākau</p> <p>A series that demonstrates the different āhei used for Mau Rākau by a Mau Rākau exponent and his 2 sons.</p>	<p>Rongo rāua ko Haumia (Wellbeing)</p>	<p>Kinaesthetic, linguistic, spatial</p>		<p>Ngā wāhanga ako: Hauora (Health and Wellbeing)</p> <p>Ngā taumata ako: Taumata 5 = Tau kura 7-12 Taumata 6 = Tau kura 9-13</p> <p>Ngā hua ako: (examples)</p> <p>Movement concepts and motor skills:</p> <p>Physical education</p> <ol style="list-style-type: none"> 1. Demonstrate consistency and control of movements in a range of contexts. 2. Demonstrate willingness to learn new skills and strategies, and extend their abilities in movement-related activities. <p>Applying movement skills</p>	

				3. Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.
<p><i>Toi Stories</i></p> <p>we meet Māori artists and performers who share their knowledge and insight into mahi toi.</p>	<p>Ngā Mahi a Rēhia (Creativity)</p>	<p>Spatial</p>		<p>Ngā wāhanga ako: Ngā Toi (The Arts)</p> <p>Ngā taumata ako: Taumata 1 = Tau Kura 1-3 Taumata 2 = Tau kura 2-6</p> <p>Ngā hua ako: (examples) Investigate, participate in, develop knowledge and understanding of: - elements and concepts - signs in her/his world. Learn by experimenting with diverse resources from the Māori world and beyond.</p>