



Term 2/3 - 56 Matrix Planning





Context for Learning: Tātai arorangi – Māori astronomy - Maramataka, Stars, Seasons, Atua, and Wellbeing

Focus: Science, Mātauranga, Astronomy, Rongoā, Tikanga

Level: Year 0-6

<p>Pitomata Pre Knowing</p>	<p>Big Ideas:</p> <ul style="list-style-type: none"> What do we already know about stars, moon, and night sky? What is maramataka? What do we notice about the moon? Who are some of the Atua connected to the sky, stars, moon and natural rhythms? Why do we plant and harvest at different times? <p>Suggested Pūrākau:</p> <ul style="list-style-type: none"> Rona and the Moon – https://www.youtube.com/watch?v=QZTFtYUBQHA Matariki and the Six Sisters – Te Papa: https://www.tepapa.govt.nz/discover-collections/read-watch-play/maori/matariki-and-six-sisters The Separation of Ranginui and Papatūānuku – https://www.youtube.com/watch?v=PmJ0U9CsgIM 					
<p>Ngā Ara Ako Gardiner's Multiple Intelligences</p>	<p>Bloom's Taxonomy: Six Thinking Levels</p>					
<p>Tāwhaki</p>  <p>Te Ara Reo/Verbal:</p>	<p>Y0-3: Listen to pūrākau such as 'Rona and the Moon'. Actively respond to questions.</p> <p>Y4-6: Summarise the key messages from a pūrākau and explain them to a peer.</p>	<p>Y0-3: Retell pūrākau using props, puppets, or drawings.</p> <p>Y4-6: Identify main themes and make links to values such as whanaungatanga or manaakitanga.</p>	<p>Y0-3: Share your favourite pūrākau with whānau or a buddy. Record your voice telling the story.</p> <p>Y4-6: Record a digital storytelling video and upload to Google Classroom.</p>	<p>Y0-3: Compare two pūrākau with a buddy and talk about the Atua involved.</p> <p>Y4-6: Write a comparison paragraph showing similarities and differences in the role of Atua.</p>	<p>Y0-3: Create your own story about a star or Atua using pictures and simple sentences.</p> <p>Y4-6: Write and illustrate a bilingual narrative using kupu Māori and English.</p>	<p>Y0-3: Share what you liked about your story with a teacher or peer.</p> <p>Y4-6: Write a reflection or blog post explaining what worked well and what you'd improve next time.</p>
<p>Tāwhirimātea</p>  <p>Te Ara Tātai/Mathematical: Science</p>	<p>Y0-3: Identify and name phases of the moon using the maramataka (Whiro, Tamatea, Rākaunui).</p> <p>Y4-6: Use a lunar calendar to track moon progression and identify productive/reflective days as described in Māori astronomy (see SMART resource).</p>	<p>Y0-3: Match physical moon cards to daily moon observations and sequence them.</p> <p>Y4-6: Explain how maramataka phases influence fishing, gardening, and activity timing based on traditional knowledge and current scientific insights (see ScienceLearn SMART resource).</p>	<p>Y0-3: Record daily moon phases using drawings.</p> <p>Y4-6: Collect moon phase data and create graphs linking to kai gathering, e.g. when is best to collect kaimoana (Astronz resource).</p>	<p>Y0-3: Compare moon shapes from different nights and describe what changed.</p> <p>Y4-6: Analyse environmental patterns (plant growth, insect activity, human focus) across moon cycles and connect these with phases using mātauranga Māori (see Revitalising Māori Astronomy).</p>	<p>Y0-3: Make a maramataka moon dial with phases in order.</p> <p>Y4-6: Design and run a simple experiment such as testing seed germination across different moon phases. Predict best phase using Māori planting knowledge.</p>	<p>Y0-3: Share moon charts and talk about best learning days.</p> <p>Y4-6: Evaluate the accuracy of their experiment and compare to traditional maramataka outcomes using sources like ScienceLearn and Astronz Māori Astronomy info.</p>

<p>Mahia-ā-Rēhia</p>  <p>Te Ara Ataata Visual - Spatial:</p>	<p>Y0-3: Observe star cluster images (e.g., Matariki) and identify simple shapes.</p> <p>Y4-6: Locate and label constellations like Tautoru, Te Punga (Southern Cross) using star maps.</p>	<p>Y0-3: Match images of whetū to the correct Atua (e.g., Rangi with stars).</p> <p>Y4-6: Describe how Māori used constellation patterns for seasonal activities.</p>	<p>Y0-3: Use crayons, chalk, or paint to create night sky scenes with moon phases and stars.</p> <p>Y4-6: Create a detailed star map showing seasonal constellations and annotate with compass directions.</p>	<p>Y0-3: Sort artwork of different moon phases and explain the shapes.</p> <p>Y4-6: Compare two cultural depictions of constellations and analyse their meanings.</p>	<p>Y0-3: Design a simple constellation using stickers or hole-punched stars on black paper.</p> <p>Y4-6: Illustrate your own constellations and write a short pūrākau explaining their whakapapa.</p>	<p>Y0-3: Share your artwork and describe the shapes used.</p> <p>Y4-6: Evaluate the accuracy of your star map or artwork based on observation and mātauranga Māori.</p>
<p>Tane Rore</p>  <p>Te Ara Tinana/Kinaesthetic:</p> <p>Resource: Traditional Maori Games Courtesy of Harko Brown</p>	<p>Y0-3: Use static poses to represent moon phases (e.g., curled = Whiro, wide = Rākaunui).</p> <p>Y4-6: Match taonga tākaro movements to atua: Tāwhirimātea (agility), Rongo (calm flow), Tūmataunga (strength), Tangaroa (fluid movement), Māui (adaptability), Rūaumoko (earth-centred balance).</p>	<p>Y0-3: Match body movement with moon energy days (e.g., slow crawl for Whiro, jumping on Rākaunui).</p> <p>Y4-6: Describe which movement or taonga tākaro aligns with productive (Tangaroa) or restorative (Korekore) phases of the maramataka.</p>	<p>Y0-3: Play 'Poi Rākau' or 'Ruru' to practise stillness and awareness on low-energy days.</p> <p>Y4-6: Rotate through taonga tākaro stations connected to moon phases (e.g., energetic 'Kī' on Rākaunui, mindful poi on Whiro).</p>	<p>Y0-3: Reflect on energy during different games. Was it better suited to a quiet or active day?</p> <p>Y4-6: Analyse which atua influences were most visible during gameplay or performance.</p>	<p>Y0-3: Invent a movement to describe how they feel during a full moon.</p> <p>Y4-6: Create a physical performance inspired by a pūrākau and maramataka phase, linking each part to an atua.</p>	<p>Y0-3: Use pictures to show how their body moved during each moon phase.</p> <p>Y4-6: Self and peer evaluate the movement sequence: Did it represent the energy and story of the atua and moon day?</p>
<p>Hineraukatauri</p>  <p>Te Ara Pūoro/Musical:</p>	<p>Y0-3: Listen to taonga pūoro such as the kōauau or pūtōrino and identify different sounds (long, short, soft, high).</p> <p>Y4-6: Learn about Hineraukatauri and identify traditional Māori instruments used to honour her.</p>	<p>Y0-3: Talk about how each sound makes them feel using emojis or drawings.</p> <p>Y4-6: Match different instruments or sounds with atua (e.g. pūrerehua = Tāwhirimātea, kōauau = Rongo).</p>	<p>Y0-3: Experiment with everyday materials to create musical sounds representing moon phases.</p> <p>Y4-6: Practice a class waiata that includes references to the maramataka and atua, building towards a whānau performance.</p>	<p>Y0-3: Identify if sounds felt calm or busy; what moon day would suit this?</p> <p>Y4-6: Compare compositions and describe how rhythm, tempo or pitch represent Atua energy or maramataka phase.</p>	<p>Y0-3: Create a group sound story using voice, body percussion, and poi to show Matariki rising.</p> <p>Y4-6: Compose a performance piece combining waiata, taonga pūoro, and movement for a whānau showcase.</p>	<p>Y0-3: Share their favourite part of the performance with the class.</p> <p>Y4-6: Reflect with whānau feedback on how the performance expressed Māori astronomy, maramataka, and the wairua of Hineraukatauri.</p>
<p>Ronga-mā-tane</p>  <p>Te Ara Whanaungatanga/Interpersonal:</p>	<p>Y0-3: Talk about who they enjoy learning with and why.</p> <p>Y4-6: Learn about productive teamwork days in the maramataka such as Tangaroa-ā-roto, Oturu, and Rākaunui.</p>	<p>Y0-3: Explore simple group roles (e.g., helper, talker, finder).</p> <p>Y4-6: Discuss how moon phases influence focus, energy, and success of group activities.</p>	<p>Y0-3: Work in small teams on collaborative games and art projects during energetic days.</p> <p>Y4-6: Use the maramataka to plan and complete a team-based mahi such as a class garden or waka build challenge.</p>	<p>Y0-3: Talk about what helped their team and when it was tricky.</p> <p>Y4-6: Reflect on whether the timing (moon phase) supported or challenged the teamwork. Could their tūpuna have done this better?</p>	<p>Y0-3: Create a mural showing everyone working together under a full moon.</p> <p>Y4-6: Design a group survival or gardening challenge on a Tangaroa day. Assign roles, make karakia, and complete as a team.</p>	<p>Y0-3: Use visuals to show how they felt in their group (happy face, sad face).</p> <p>Y4-6: Use a rubric to assess teamwork—who showed manaakitanga, communication, leadership—and evaluate timing using maramataka knowledge.</p>

<p>Houmiateketike</p>  <p>Te Ara Pūmahara/ Intrapersonal:</p>	<p>Y0–3: Talk about what makes them feel calm, focused, or brave.</p> <p>Y4–6: Learn about Houmiateketike as the Atua of growth, persistence, and quiet strength.</p>	<p>Y0–3: Draw or use colours to show how they feel during different moon phases.</p> <p>Y4–6: Connect moods or energy with maramataka phases (e.g., Whiro = inward reflection, Rākaunui = creative flow).</p>	<p>Y0–3: Practice taking quiet time to think or draw alone.</p> <p>Y4–6: Use a personal journal to record emotions, focus levels, and actions aligned to moon days.</p>	<p>Y0–3: Share when they work best and why.</p> <p>Y4–6: Review their journals and analyse when they are most focused or creative – is there a maramataka pattern?</p>	<p>Y0–3: Make a self-care plan for low-energy days using symbols or pictures.</p> <p>Y4–6: Design a personalised maramataka planner that maps moods, triggers, and best solo tasks for different phases.</p>	<p>Y0–3: Show if quiet time helped with focus using smiley cards or stickers.</p> <p>Y4–6: Evaluate their personal plan and reflect on how Houmiateketike might guide growth through quiet effort.</p>
<p>Te Taiao</p>  <p>Te Ara Taiao/ Naturalist:</p>	<p>Y0–3: Explore what happens in the garden or forest when it rains. Identify bugs that like damp spaces.</p> <p>Y4–6: Learn how rain supports growth, and how moon phases like Tangaroa and Rākaunui bring energy even in winter.</p>	<p>Y0–3: Match different atua to rain and wet weather: Tāwhirimātea = wind/rain, Rongo = steady growth.</p> <p>Y4–6: Describe how winter moon phases affect soil saturation, root systems, fungi, and insect movement.</p>	<p>Y0–3: Grow seedlings indoors using recycled containers. Watch sprouting through windows.</p> <p>Y4–6: Set up a class worm farm or microgreen trays. Observe and track outcomes on high energy days (Tangaroa, Rākaunui).</p>	<p>Y0–3: Talk about where they saw the most growth or worm activity.</p> <p>Y4–6: Chart indoor growing vs moon phase. Discuss whether full moon waterings helped root or leaf growth.</p>	<p>Y0–3: Create rain mandalas using leaf rubbings and weather colours.</p> <p>Y4–6: Build atua-inspired indoor habitats (e.g. Tangaroa sea corner, Rūaumoko earth zone) with natural textures and elements.</p>	<p>Y0–3: Share what helped their seedlings grow the most – moonlight, warmth, or rest.</p> <p>Y4–6: Reflect on seasonal rhythms, rain, and moon phases. Evaluate what the whenua needs from us in wet months.</p>
<p>Matauranga o</p>  <p>Mangakotukutuku</p>	<p>Y0–3: Learn basic tikanga such as removing shoes, karakia, and caring for the taiao. Connect these to Atua and moon phases (e.g. calm during Whiro).</p> <p>Y4–6: Learn deeper tikanga practices such as mihi whakatau process, respecting mauri of places, and linking these to maramataka observations.</p>	<p>Y0–3: Talk about why we follow tikanga like not stepping over food, or quietness during karakia. Use simple reo to express understanding.</p> <p>Y4–6: Explain how tikanga aligns with Atua energy or moon phases (e.g. rest and silence during Korekore).</p>	<p>Y0–3: Follow tikanga when gathering kai or entering a space (e.g. karakia before eating). Recognise which moon phase supports this.</p> <p>Y4–6: Apply tikanga in class and community projects (e.g. planning a noho marae using maramataka as a guide).</p>	<p>Y0–3: Notice when tikanga is followed or not. Discuss how it makes people feel (safe, uncomfortable). Link to Atua values.</p> <p>Y4–6: Analyse outcomes when tikanga is respected or ignored in daily activities and special events.</p>	<p>Y0–3: Create posters or waiata showing tikanga for the class to follow, linking to Atua like Rongo or Māui.</p> <p>Y4–6: Plan and co-lead a tikanga-based event using maramataka as a guide (e.g. pōwhiri, harvest celebration).</p>	<p>Y0–3: Reflect on what tikanga helps the class feel good or calm. Share in a simple korero or drawing.</p> <p>Y4–6: Evaluate class practice of tikanga. Gather feedback, reflect on how tikanga improved the wairua of the space or event.</p>
<p>Te Reo Māori me Te Maramataka</p>	<p>Y0–3: Learn kupu related to maramataka, days of the week, Atua names, and feelings.</p> <p>Y4–6: Learn and recall kupu hou linked to Atua and maramataka, including weather, seasons, energy states.</p>	<p>Y0–3: Talk about how different moon phases feel using simple reo and emojis (e.g. He pō atāhua!).</p> <p>Y4–6: Explain the significance of maramataka phases and link them to actions (e.g. Ka noho mātou i te Whiro.)</p>	<p>Y0–3: Use simple sentence starters to talk about what they do on different maramataka days.</p> <p>Y4–6: Use kupu and kīwaha to describe moods/actions throughout the maramataka cycle.</p>	<p>Y0–3: Identify differences between calm and energetic moon phases using reo and visuals.</p> <p>Y4–6: Compare behaviours or events in relation to Atua or moon phases (e.g. He rā Rākaunui tēnei, ka kaha te mahi.)</p>	<p>Y0–3: Create a visual maramataka with kupu and symbols to describe each phase.</p> <p>Y4–6: Compose simple pūrākau or dialogues involving Atua and maramataka days.</p>	<p>Y0–3: Share their favourite maramataka day and explain why in Te Reo.</p> <p>Y4–6: Reflect on their learning by creating a mini portfolio showing use of Te Reo Māori through the maramataka cycle.</p>