

**KEEP
NEW ZEALAND
BEAUTIFUL**



**LITTER LESS
CAMPAIGN**



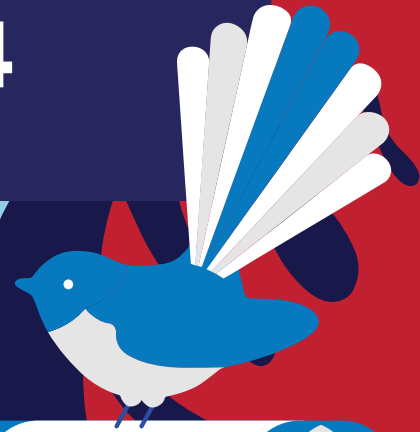
Young Reporters
for the environment



**MARS WRIGLEY
Foundation**

**YOUNG REPORTERS FOR THE ENVIRONMENT
LITTER LESS NEW ZEALAND**

Curriculum links 2024



As the programme is aimed at 11-18-year-olds, Te Whariki and Level 1 of the curriculum are therefore not included. This is not a complete list of curriculum links. There may be more curriculum links depending on the type of entry students choose to create, how you choose to introduce/facilitate the programme, how much research students do, if students undertake an ‘action day’ etc.

This programme aligns with the New Zealand school curriculum in the following ways:

| ENGLISH | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
|--|--|--|---|--|--|--|--|
| - i.e., via writing and researching their article, their accompanying comment for their photo, or their script for their video | <p>Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.</p> <p>Show some understanding of how texts are shaped for different purposes and audiences.</p> <p>Show some understanding of ideas within, across, and beyond texts.</p> <p>Show some understanding of how language features are used for effect within and across texts.</p> <p>Show some understanding of text structures.</p> <p>Show some understanding of how to shape texts for different purposes and audiences.</p> | <p>Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.</p> <p>Show a developing understanding of how texts are shaped for different purposes and audiences.</p> <p>Show a developing understanding of ideas within, across, and beyond texts.</p> <p>Show a developing understanding of how language features are used for effect within and across texts.</p> <p>Show a developing understanding of how to shape texts for different purposes and audiences.</p> <p>Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.</p> | <p>Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</p> <p>Show an increasing understanding of how texts are shaped for different purposes and audiences.</p> <p>Show an increasing understanding of ideas within, across, and beyond texts.</p> <p>Show an increasing understanding of how language features are used for effect within and across texts.</p> <p>Show an increasing understanding of text structures.</p> <p>Show an increasing understanding of how to shape texts for different purposes and audiences.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Show an understanding of how texts are shaped for different purposes and audiences.</p> <p>Show an understanding of ideas within, across, and beyond texts.</p> <p>Show an understanding of how language features are used for effect within and across texts.</p> <p>Show an understanding of a range of structures.</p> <p>Show an understanding of how to shape texts for different audiences and purposes.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Show a developed understanding of how texts are shaped for different purposes and audiences.</p> <p>Show a developed understanding of ideas within, across, and beyond texts.</p> <p>Show a developed understanding of how language features are used for effect within and across texts.</p> <p>Show a developed understanding of a range of structures.</p> <p>Show an understanding of how to shape texts for different audiences and purposes.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Show a discriminating understanding of how texts are shaped for different purposes and audiences.</p> <p>Show a discriminating understanding of ideas within, across, and beyond texts.</p> <p>Show a discriminating understanding of how language features are used for effect within and across texts.</p> <p>Show a discriminating understanding of a range of structures.</p> <p>Show a discriminating understanding of how to shape texts for different audiences and purposes.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Show a discriminating understanding of how texts are shaped for different purposes and audiences.</p> <p>Show a discriminating and insightful understanding of ideas within, across, and beyond texts.</p> <p>Show a discriminating and insightful understanding of how language features are used for effect within and across texts.</p> <p>Show a discriminating understanding of a range of structures.</p> <p>Show a discriminating understanding of how to shape texts for different purposes and audiences.</p> |

| ENGLISH | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
|---|--|---|---|--|---|--|--|
| | <p>Select, form, and express ideas on a range of topics.</p> <p>Use language features appropriately, showing some understanding of their effects.</p> | <p>Select, form, and communicate ideas on a range of topics.</p> <p>Use language features appropriately, showing a developing understanding of their effects.</p> <p>Organise texts, using a range of appropriate structures.</p> | <p>Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</p> <p>Select, develop, and communicate ideas on a range of topics.</p> <p>Use a range of language features appropriately, showing an increasing understanding of their effects.</p> <p>Organise texts, using a range of appropriate structures.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Select, develop, and communicate purposeful ideas on a range of topics.</p> <p>Select and use a range of language features appropriately, showing an understanding of their effects.</p> <p>Organise texts using a range of appropriate, effective structures.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Select, develop, and communicate connected ideas on a range of topics.</p> <p>Select and use a range of language features appropriately, showing a variety of effects.</p> <p>Organise texts, using a range of appropriate, effective structures.</p> | <p>Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</p> <p>Select, develop, and communicate sustained ideas on a range of topics.</p> <p>Select and integrate a range of language features appropriately for a variety of effects.</p> <p>Organise texts, using a range of appropriate, coherent, and effective structures.</p> | <p>Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.</p> <p>Select, develop, and communicate sustained and insightful ideas on a range of topics.</p> <p>Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects.</p> <p>Organise texts, using a range of appropriate, coherent, and effective structures.</p> |
| THE ARTS | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
| - i.e., via the creation of their article (accompanying photos), photo or video | <p>Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.</p> <p>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</p> | <p>Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p> <p>Describe the ideas their own and others' objects and images communicate.</p> | <p>Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p> | <p>Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.</p> <p>Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.</p> | <p>Generate, develop, and clarify ideas, showing some understanding of established practice.</p> <p>Sequence and link ideas systematically as they solve problems in a body of work, using observation and invention with an appropriate selection of materials.</p> | <p>Use a systematic approach to the development of ideas in a body of work.</p> | <p>Extend and refine skills in a selected field, using appropriate processes and procedures.</p> |

| HEALTH & PHYSICAL EDUCATION | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
|--|---|--|--|--|-------------------------------|--|--------------------------------|
| - i.e., via interviews, through the creation of their entry or through an 'action' day | Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them. | Participate in communal events and describe how such events enhance the wellbeing of the community. Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment. | Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community. | Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects. | | | |
| MATHS AND STATISTICS | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
| - i.e., via collating data to support findings and opinions. | Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others. | | Evaluate statements made by others about the findings of statistical investigations and probability activities. | | | | |
| SCIENCE | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
| - i.e., via investigating an environmental problem and coming up with a solution. | Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. Build their language and develop their understandings of the many ways the natural world can be represented. Explore and act on issues and questions that link their science learning to their daily living. | Identify ways in which scientists work together and provide evidence to support their ideas. Build on prior experiences, working together to share and examine their own and others' knowledge. Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations. Use their growing science knowledge when considering issues of concern to them. Explore various aspects of an issue and make decisions about possible actions. | | 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. | | Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models. Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels. | |

| SOCIAL SCIENCES | Level 2 (Yrs 2-6) | Level 3 (Yrs 4-8) | Level 4 (Yrs 6-10) | Level 5 (Yrs 7-12) | Level 6 (Yrs 9-12) | Level 7 (Yrs 11-13) | Level 8 (Yrs 12-13) |
|--|------------------------------|------------------------------|--|--|-------------------------------|--------------------------------|--------------------------------|
| <p>- i.e., via their research about their chosen issue and their development of a solution</p> | | | <p>Understand that events have causes and effects.</p> <p>Understand how people participate individually and collectively in response to community challenges.</p> | <p>Understand how people's management of resources impacts on environmental and social sustainability.</p> | | | |

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