Wellbeing
Mana atua
Children experience an environment where:
Their health is promoted
Over time and with guidance and encouragement,
children become increasingly capable of:
Keeping themselves healthy and caring for themselves | te oranga nui

1/20

Wellbeing
Mana atua
Children experience an environment where:
Their emotional wellbeing is nurtured
Over time and with guidance and encouragement,
children become increasingly capable of:
Managing themselves and expressing their feelings and needs | te whakahua whakaro

2/20

Wellbeing
Mana atua
Children experience an environment where:
They are kept safe from harm
Over time and with guidance and encouragement,
children become increasingly capable of:
Keeping themselves and others safe from harm | te noho haumaru

3/20
<table>
<thead>
<tr>
<th>Children and their families experience an environment where:</th>
<th>Over time and with guidance and encouragement, children become increasingly capable of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting links with the family and the wider world are affirmed and extended</td>
<td>Making connections between people.</td>
</tr>
<tr>
<td>They know that they have a place</td>
<td>Taking part in caring for this place.</td>
</tr>
<tr>
<td>They feel comfortable with the routines, customs and regular events</td>
<td>Understanding how things work here and adapting to change.</td>
</tr>
<tr>
<td>They know the limits and boundaries of acceptable behaviour</td>
<td>Showing respect for kaupapa, rules and the rights of others.</td>
</tr>
</tbody>
</table>
Children experience an environment where:

- There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background.

Over time and with guidance and encouragement, children become increasingly capable of:

- Treating others fairly and including them in play | te ngākau makuru

8/20

Children experience an environment where:

- They are affirmed as individuals.

Over time and with guidance and encouragement, children become increasingly capable of:

- Recognising and appreciating their own ability to learn | te rangatiratanga

9/20

Children experience an environment where:

- They are encouraged to learn with and alongside others.

Over time and with guidance and encouragement, children become increasingly capable of:

- Using a range of strategies and skills to play and learn with others | te ngākau aroha

10/20
Children experience an environment where:

They develop non-verbal communication skills for a range of purposes.

Over time and with guidance and encouragement, children become increasingly capable of:

- Using gesture and movement to express themselves (he kōrero ā-tinana).
- Recognising print symbols and concepts and using them with enjoyment, meaning, and purpose (he kōrero tuhituhi).
- Understanding oral language and using it for a range of purposes (he kōrero ā-waha).
- Recognising mathematical symbols and concepts and using them with enjoyment, meaning, and purpose (he kōrero pāngarau).
- Enjoying hearing stories and retelling and creating them (he kōrero paki).
- Expressing their feelings and ideas using a range of materials and modes (he kōrero auaha).
- Discovering different ways to be creative and expressive (he kōrero auaha).
STRANDS, GOALS AND LEARNING OUTCOMES
TAUMATA WHAKAHIRAHIRA
Children experience an environment where:

**Exploration**

**Mana aotūroa**

Their play is valued as meaningful learning and the importance of spontaneous play is recognised over time and with guidance and encouragement, children become increasingly capable of:

- Playing, imagining, inventing and experimenting | te whakaaro me te tūhurahura i te pūtaiao

**17/20**

They gain confidence in and control of their bodies over time and with guidance and encouragement, children become increasingly capable of:

- Moving confidently and challenging themselves physically | te wero ā-tinana

**18/20**

They learn strategies for active exploration, thinking and reasoning over time and with guidance and encouragement, children become increasingly capable of:

- Using a range of strategies for reasoning and problem solving | te hīraurau hopanga

**19/20**

They develop working theories for making sense of the natural, social, physical and material worlds over time and with guidance and encouragement, children become increasingly capable of:

- Making sense of their worlds by generating and refining working theories | te rangahau me te mātauranga

**20/20**