

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 haumarū

3/20

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 whakaaro

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Wellbeing
Mana atua

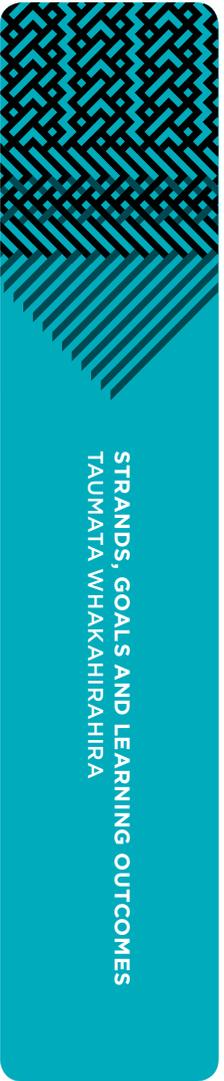
Children experience an environment where:

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



**Belonging
Mana whenua**

Children and their families experience an environment where:

They know the limits and boundaries of acceptable behaviour

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

Showing respect for kaupapa, rules and the rights of others | te mahi whakautē

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**Belonging
Mana whenua**

Children and their families experience an environment where:

They feel comfortable with the routines, customs and regular events

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

Understanding how things work here and adapting to change | te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni

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**Belonging
Mana whenua**

Children and their families experience an environment where:

They know that they have a place

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

Taking part in caring for this place | te manaaki i te taiao

5/20

**Belonging
Mana whenua**

Children and their families experience an environment where:

Connecting links with the family and the wider world are affirmed and extended

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

Making connections between people, places and things in their world | te waihangā hononga

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STRANDS, GOALS AND LEARNING OUTCOMES
TAUMATA WHAKAHIRAHIRA



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**Contribution
Mana tangata**

**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

**Contribution
Mana tangata**

**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

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**Contribution
Mana tangata**

**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

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**Communication
Mana reo**

Children experience an environment where:

They discover different ways to be creative and expressive

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

Expressing their feelings and ideas using a range of materials and modes | he kōrero auaha

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**Communication
Mana reo**

Children experience an environment where:

They experience the stories and symbols of their own and other cultures

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

Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero pāngarau

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**Communication
Mana reo**

Children experience an environment where:

They experience the stories and symbols of their own and other cultures

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

Recognising print symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero tuhituhi

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**Communication
Mana reo**

Children experience an environment where:

They experience the stories and symbols of their own and other cultures

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

Enjoying hearing stories and retelling and creating them | he kōrero paki

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**Communication
Mana reo**

Children experience an environment where:

They develop verbal communication skills for a range of purposes

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

Understanding oral language and using it for a range of purposes | he kōrero ā-waha

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**Communication
Mana reo**

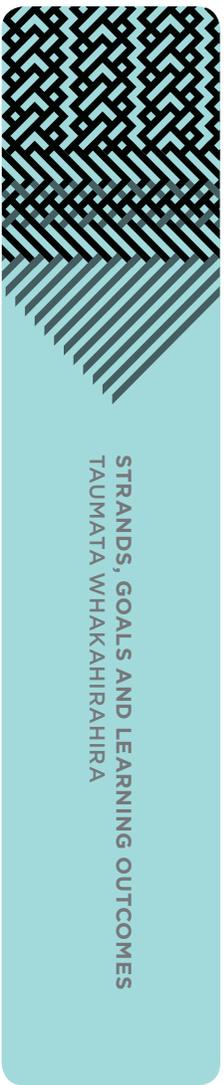
Children experience an environment where:

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

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Exploration Mana aotūroa

Children experience an environment where:

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

Exploration Mana aotūroa

Children experience an environment where:

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

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Exploration Mana aotūroa

Children experience an environment where:

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

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Exploration Mana aotūroa

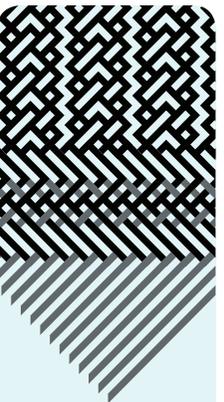
Children experience an environment where:

Their play is valued as meaningful learning and the importance of spontaneous play is recognised

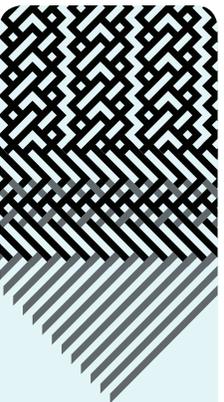
Over time and with guidance and encouragement, children become increasingly capable of:

Playing, imagining, inventing and experimenting | te whakaaro me te tūhura hura i te pūtaiao

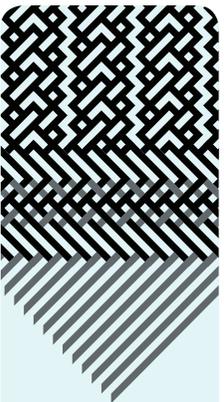
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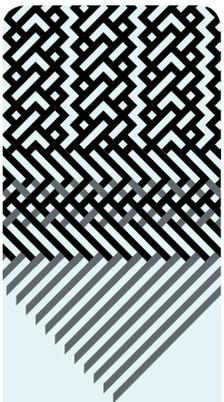
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