

# My Reo Goals

## Junior School Year 1-2



By the end of year two I will be able to...

- Name and identify ten [colours](#) in Māori
- Say [numbers](#) 1-10 in Māori (extension forwards and backwards) ([Nga tau - numbers](#))
- Can introduce myself in Māori through a simple pepeha.
- Name and identify up to ten [classroom objects](#) (eg [tepu - table](#))
- Label 3 parts of the [marae](#) and recognise, understand and explain at least 3 [parts](#) of the [powhiri process](#)
- Show the action for up to 10 [doing words](#) i.e hikoi = walk
- Know a variety of up to four [greetings](#) including farewells i.e *Kia ora, tēnā koe, mōrena, ata mārie, ka kite, ka kite anō*
- Can say and use a variety of up to 8 [positive adjectives](#) (eg tino pai/ka rawe/tumeke)
- Know the names for each member of their [whānau](#) i.e māmā = mother, pāpā = father
- Know a variety of Māori [waiata](#)



# My Reo Goals

## Middle School Year 3-4



By the end of year four I will be able to...

- Say [numbers](#) 1-20 in Māori (extension forwards and backwards) ([Nga tau - numbers](#))
- Can describe general [weather](#) (huarere) conditions in Māori (e.g sunny, raining, fog, windy) and name [seasons](#).
- Can say and have 2 simple [greeting](#) 'conversations' (e.g. 1) 'Hello I am \_\_, what is your name?' , 2) 'Hello, how are you?'
- Can answer the question [Kei te pehea koe?](#)/how are you?' in 5 different ways (eg I am happy/sad/tired)
- Know and follow a variety up to 8 [simple](#) classroom [commands](#)
- Can introduce myself in Māori through a simple pepeha, including some landmarks.
- Label 4 parts of the [marae](#) and recognise, understand and explain at least 4 [parts](#) of the [powhiri process](#)
- Use the [poi](#) with a simple action [song](#) .



Te Tupuranga



# My Reo Goals

## Senior School Year 5-6



By the end of year six I will be able to...

- Say [numbers](#) 1-50 in Māori (extension forwards and backwards) ([Nga tau - numbers](#))
- Can introduce myself in Māori through a pepeha, including a greeting at the beginning and landmarks.
- Name and identify a variety of up to 6 modes of [transport](#)
- Can give simple [directions](#), eg walk forward/back, jump left/right (create a map/coding or guide a friend)
- Understand and talk about [Matariki](#) (Maori New Year) and its customs and traditions (eg convey this in a flyer or pamphlet for a tourist)
- Can name 6 leisure [activities](#) and can design a poster for one using a variety of Maori language.
- Label 5 parts of the [marae](#) and recognise, understand and explain at least 5 [parts](#) of the [powhiri process](#)
- Can play simple Reo games including Twister and Matau-Maui (left and right rakau/stick game)
- Use the ti rakau (small sticks) with a simple action song [E Papa Waiari](#).



# My Reo Goals

## Intermediate School Year 7-8



By the end of year eight I will be able to...

- Say [numbers](#) 1-100 in Māori (extension forwards and backwards) ([Nga tau - numbers](#))
- Can introduce myself in Māori through a pepeha, including a greeting at the beginning, landmarks and a formal ending.
- Label 6 parts of the [marae](#) and recognise, understand and explain at least 6 [parts](#) of the [powhiri process](#)
- Name and identify up to 20 items of food including [fruit and vegetables](#) and can write a shopping list or menu for a hui (meeting/gathering).
- Can tell the [time](#) in Māori (o'clock, half-past)
- Can offer an invitation to an event including location, time, activity).
- Can invent a simple Reo game using my knowledge of Te Reo.
- Can teach my simple game to a group of younger students in my buddy class (tuakana teina).



Te Pakaritanga



- Know and can name up to 5 Atua/Guardians and their connection (eg Tane Mahuta-Guardian of the Forest, Tawhirimatea-Guardian of the Wind)
- Know the names of up to 5 Māori carving symbols and their meanings.
- [Name](#) and identify 8 parts of the [body](#) in Māori
- Name and label 8 parts of a whare (house) in Māori