Monitoring sheet – Senior primary level

	MRN	H2O	BT	TS	YC	TRK	KOS	PG	FL	CL	OA	TC
	Me Right Now	H2O - Here we go	Building teams	Traffic Safety	Your Call	Te Reo Kori	Keeping Ourselves Safe	Playing the Game	Fit for Life	Choice Lunches	Out and About in the Sun	Team Challenge
A. Personal health and physical development – Students will:	LEVELS											
1 gain understanding and skills to manage and adjust to the processes of growth and maturation;												
2 understand and appreciate, as a result of experience, the contribution of physical activity to personal well-being;												
3 meet and manage challenges and risks in positive, health-enhancing ways;				3/4			3/4		3/4	3/4		
4 analyse attitudes and values and take actions that contribute to their personal identity.	3/4	3/4	3/4								3/4	
B. Movement, concepts and motor skills – Students will:												
1 develop and apply, in context, a wide range of movement skills, and facilitate the development of physical competence;		3/4	3/4									3/4
2 develop positive attitudes towards physical activity by accepting challenges, and extending their personal capabilities and experiences;					3/4							
3 develop and apply a knowledge and understanding of the scientific, technological, and environmental factors that influence movement;									3/4			
4 develop and apply knowledge and understanding of the social and cultural factors that influence people's involvement in physical activity in competitive activities, and describe how competition can affect people's behaviour.					3/4	3/4		3/4	3/4			
C. Relationships with other people – Students will:												
1 come to understand the nature of relationships;												3/4
2 increase their understandings of personal identity and develop sensitivity to, and respect for, other people;			4		3/4	3/4						
3 use interpersonal skills effectively to enhance relationships. identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.	3/4							3/4				
D. Healthy communities and environments – Students will:												
1 find out how societal attitudes, values, beliefs, and practices affect well-being;											3/4	
2 identify the functions of resources and services that support well-being, find out about their availability and identify the roles of individuals and groups that contribute to them;												
3 understand the rights and responsibilities, laws, policies, and practices that relate to people's well-being;							3			3/4		
4 understand the interdependence between people and their surroundings, and use this understanding to help create healthy environments.				3/4			3			3/4		
Key areas of learning (KAL):												
B = Body care & physical safety F = Food & nutrition M = Mental health P = Physical activity S = Sexuality education SS = Sport studies NB Numbers refer to learning opportunity of the KAL:	M1	P1	M2	B2/6	P1 P2 P6	P4 P6	M6 B6	S3	P1/6	F2/6 4/6	B2/6	P1 O5

Notes for teachers:

- This monitoring sheet lists the achievement aims only.
- Levels of achievement objectives the students will be working at are recorded in the appropriate boxes.
- Tracking sheets that record the achievement objectives for each level are available on www.tki.govt.nz.
- The numbers in the key area of learning boxes refer to the bullet points of the learning opportunities.
- Essential skills are not separately identified because they are incorporated in the achievement objectives.
- Plans for units of work will specify the underlying concepts that underpin the activities in that unit.
- This example covers only one year of a two-year programme.
- Any achievement objectives for which there are no specific learning opportunities will be addressed later.

Check that each unit of work covers at least two strands.