

## CURRICULUM ACTIVITY: Outdoor Planting/Seasonal Activity

Tamariki observe and compare plant growth across the seasons, relating it to maramataka guidance. Kaiako highlight how timing affects planting success and environmental care. He maramataka is demonstrated as children link environmental observation to cultural knowledge and practical decision-making.

**Tikanga Practices:** He Maramataka is portrayed within this scenario through:

- Tamariki learning from experience that planting at the wrong time can affect how well plants grow.
- Tamariki observing and comparing plant growth over time, learning how nature changes in patterns.
- Tamariki using moon phases to make predictions about plant growth, connecting observation with mātauranga Māori.

### Kaiako: Questions for Reflection

1. How do use the maramataka to guide planning for outdoor play, gardening, or other seasonal activities?
2. In what ways do you make moon phases and natural cycles visible and meaningful in your learning environment?

## KARAKIA MŌ TE WHAKATŌ KŪMARA (Incantation for planting Kūmara)

Mai te marama  
ngā manaaktanga o Takirau,  
Kia whakapaki mātou i te whenua  
E Rongo homai tō hā te ora o ngā kūmara  
tiakina mātou i a mātou mahi, ā mātou tipu.  
Whakarongo mai,  
kia hauhake pai ā mātou kai  
Ka ora te whenua, ka ora tātou katoa.

From the moon above  
The energy of Takirau radiates towards us.  
We get the soil ready with care.  
Rongo, god of the kūmara,  
breathe life into our plants.  
Watch over us as we work and as our kūmara grow.  
Listen to our voices,  
so we may harvest nourishing food.  
As the land is nourished  
So too are we.

**NB:** You are able to adapt this karakia by swapping out Kūmara for other plants



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## Ngā Taonga Whakaako Tikanga Māori — Theory and Practice Early Childhood Education Contexts



## HE MARAMATAKA or NGĀ TAKA O TE MARAMA LUNAR PHASES



Te Kāhui Pā Harakeke  
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# HE MARAMATAKA or NGA TAKA O TE MARAMA LUNAR PHASES

He Maramataka or Ngā Taka o te Marama the repeating cycles of the moon. This is a versatile multi-purpose navigational system that crosses land and sea while extending to animate and inanimate beings. This system connects all things above to all things below, including those things found in the water. Providing insight, correct engagement, prudent planning and successful forecasting.

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## CURRICULUM ACTIVITY: Discovery and Investigation

Tamariki and kaiako check the maramataka to decide the best day for planting and harvesting kūmara. Children learn to observe the moon's phases and how these influence planting cycles, making decisions based on this knowledge. The maramataka is applied as tamariki develop respect for traditional environmental rhythms and understand the connection between time, nature, and wellbeing.

### Tikanga Practices: He Maramataka is:

- Expressed by the tamariki as they gain new insight through observation, they notice that the moon changes shape and learn the names of some of the phases.
- Portrayed as they learn how plants grow and that certain days are better for planting kūmara than others.
- Evident as they begin to understand that te taiao and the phases of the maramataka affect how we feel and what we do.

### Kaiako: Questions for Reflection

1. How do you support tamariki in observing and connecting with the natural rhythms of te taiao using the maramataka as a guide within the daily learning environment?
2. In what ways do you incorporate mātauranga Māori into your teaching practices to deepen children's understanding of the relationships between He Maramataka, Te Taiao (Natural World) and Hauora (Wellbeing)?

## CURRICULUM AREA: Daily Weather and Calendar Routine

Tamariki check daily weather and record it alongside the maramataka, learning which days are best for outdoor activities or planting. Kaiako guide children to notice cycles and predict changes, connecting observations to seasonal knowledge. He maramataka is applied as children understand natural rhythms and their influence on daily life.

### Tikanga Practices: Taonga tuku iho is evident here:

- Awareness of the moon cycles, tamariki are learning to match the phases of the moon to the cycles of the seasons.
- Connecting the moon the season and the weather to help decide the best days for outdoor explorative learning or indoor reflective learning.
- Daily recording and observation allow tamariki to see patterns in te taiao, recognise shifts in their hauora and connect them to time and activities.

### Kaiako: Questions for Reflection

1. How do you support tamariki to make meaningful connections between the maramataka, daily weather patterns, and seasonal changes?
2. In what ways does the service's daily routines encourage children to notice, record, and talk about natural rhythms in their environment?

