Kia Ora Jillian, It is great to see you back after your holiday. Today we had a wonderful time sitting in the sand pit talking about your whanau up north. Our conversation then focused on your bone carving that Papa had gifted to you. I know this is very special to you as we often revisit this conversation on many occasions. We began to explore the shape of your carving and thought it would be a great idea to try and trace it in the sand "Like a Koru" you said. Yes Jillian just like a Koru. I can see that you are exploring the maths concept of Patterning particularly the idea of cultural patterning. "These patterns are displayed in our everyday lives, where they are understood, memorised and reproduced" (Maths Concepts and understanding).
I observed you slowly moving your finger in the sand as you tried to design your own koru patterns. Intricate and so engrossed in what you were doing you turned to me and said "That's like a circle, Gina do one like mine". I sat next to you and began to trace a semi circle in the sand and stopped to think about the Koru pattern that I could make. We then began to talk about curves, lines, semi and full circles. Here we are engaging in the maths concept of Shape. “Jillian where else have you seen Koru and Kowhaiwhai Patterns?” I invited you to think about this. “I know” You said as you looked up. You scanned the outdoor area looking to see what you could find. “Over there, the Marae” You excitedly pointed out. “It's like my Marae up North” you added. Again I could see you engaging in another Maths idea such as locating. You also made links back to your family connections with your Maori culture and just how special it is to you Jillian.

I invited you to create your design onto paper using pencils and a ruler. First you wanted to explore different ideas so we went on the internet to look at the various patterns on the Marae Panels. “Each panel tells a story Jillian” I mentioned to you. “Maybe you could tell your own story by making your own panel” I added. You began to put your ideas onto paper. Using the ruler you ruled two lines to form the top of the Marae and one for the base. “It looks like a triangle” you noticed. You began to add koru patterns and a Taniwha at the top of the marae. “This is like the one up in Ngawha, my family always go there”. You shared with me as you admired your creation. Jillian what a lovely Marae you have created, I hope that you could bring in some photo’s of your whanau Marae in Ngawha. It would be interesting to see the patterns on the panels and understand what special story they tell. It is wonderful to see you so connected to your Maori culture and Heritage. Tino Pai Kare.
What learning is going on here?

It is great to see Jillian's passion for her culture and how it means so much to her and her Whanau. This supports Jillian as she continues to build a sense of belonging by "experiencing an environment where connecting links with the family and the wider world are affirmed and extended" (Te Whariki, 1996). While exploring the sandpit, Jillian used her finger to draw the shape of a koru, almost like the shape of the bone carving her papa had gifted to her. Here we can see Jillian is exploring Maths concepts such as Shape, size. Further on in the experience Jillian begins to explore concepts such as Locating (looking for Koru patterns in our outdoor area that replicate the ones she has seen at her marae) and also the concept of pattern (acknowledging the kowhaiwhai patterns on the marae and how she can create her own to place on the panels of her design). Jillian is also learning to use tools such as rulers for measuring and creating lines to support her through her experience of creating a marae, symbolic to her, her Whanau and her culture. Let's find out more about your Marae Jillian, the patterns, the heritage and the stories behind it all.

Jillians Marae, koru pattern and Taniwha at the centre of the design.