| YEAR 1 AI | ND 2 LONG TI | ERM PLAN | | | 2022 | | | | | | | | |
|---|---|---|---|--|---|-----------|------------------|------------------------|------------|---|-----------------|-----------|--|
| TEACHERS | | | | | | | TERM | rwo | | | Seatoun Scho | ol | |
| Susan Kliffen Helen Taylor Cath Hardy | WE | EEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Cath Hardy Peggy Bruce Ben Haddock Rebecca Quinn Jemma Rapson | DA | ATE | 2-6 May | 9-13 May | 16-20 May | 23-27 May | 30 May-3 June | 6 - 10 June | 13-17 June | 20- 24 June | 27 June- 1 July | 4- 8 July | |
| | EVE | NTS | | | 17 Cross Country Starting school@ 5 19 May | | | Teacher only 7 June | | Conferences 23 June Matariki 16 June | | | |
| | Oral | | Listening and Speaking Speaking: Developing and conveying personal voice. Speaking with clarity of message and awareness of the audience. Listening: Eyes on the speaker. Making appropriate responses to what children have heard. | | | | | | | | | | |
| | Written | | Language Features Using a range of high frequency, curriculum specific and personal content words to create meaning. | | | | | | | | | | |
| a | | | | Recounts/Personal writing Narratives Descriptions Report writing and explanations (directions) | | | | | | | | | |
| n g u | Reading | | Personal Reading – Selecting and reading independently for enjoyment and information. Instructional Reading – Online Group reading Shared Reading – Teacher/student reading. Reading for information. Developing reading comprehension. Skills; discussing genres, structures, language features, meanings & ideas in a range of text (as per writing/topic focus). | | | | | | | | | | |
| a g e | Spelling/ Grammar | | Testing – As per school target Essential Lists from Spell Write. Grammar/Word Study – Spelling patterns, High-Frequency Words, word families, building essential word knowledge. Phonics programme | | | | | | | | | | |
| | Visual | | Develop critical thinking when viewing. Forms and expresses simple ideas and information usually drawing from personal experience and knowledge. | | | | | | | | | | |
| | Sound of week | | р | е | С | 0 | a | d | g | q | S | f | |
| | Te Reo Maori Mihi Classroom objects(Year 1) classroom objects weather (Year 2) Maintain: Greetings numbers Waiata Emotions Pepeha | | | | | | | | | | | | |
| | | | Measurement Year 1 Pat | | | | | | | 1 Patterning | | | |
| Mathematics | | Year 2: Position and orientation- coding Year 1: Turns transformations position | | | Number Place value and addition and subtraction. Multiplication and Division (where appropriate) | | | | | | Year 2: Volume | | |
| Integrated Studies/Science Social Studies/Māori | | Social Science: Early Voyagers- Kōrinirino o nga Tupuna Matariki | | | | | | | | iki | | | |
| The Arts Music, Drama, Dance | | Drama, | Drama: Pūrākau Creating: Soundscapes to match Pūrākau - playing untuned instruments | | | | | | | | | | |
| | | Paint and pastel collage murals linked to Inquiry | | | | | | | | | | | |
| PE/Health | | PE | Cross Country | (week 3) | | PMP | | Catching an | d Throwing | | | | |
| | | | | | | | | | | | | | |

Honesty and Self Control

Values