

**KAKANO LONG TERM PLAN TERM 1 2016**

<b>WEEKS</b>	<b>Week 1, 2, 3, 4</b>	<b>Week 5, 6, 7</b>	<b>Week 8, 9, 10</b>
<b>Key Competencies</b>	<p><b>Thinking:</b> Asking questions that involve lateral &amp; creative thinking.  <b>Using languages, symbols &amp; texts:</b> Languages &amp; symbols are systems for representing &amp; communicating information, experiences, &amp; ideas.  <b>Managing Self:</b> Being organised with our morning routines and are ready for school. (putting book bags away, notices etc)  <b>Relating to Others:</b> Listening, communicating &amp; interacting with children and adults.  <b>Participating &amp; Contributing:</b> Actively joining in on class, school &amp; community events. Asks &amp; answers questions &amp; share ideas.</p>		
<b>Inquiry</b>	<b>KURA &amp; school life</b> (KURA values to be taught every week)	<b>KURA &amp; school life</b> (KURA values to be taught every week) <b>Native Birds</b>	<b>KURA &amp; school life</b> (KURA values to be taught every week) <b>Dinosaurs</b>
<b>Literacy</b>	<p><b>Reading</b> – Reading to, with &amp; by – daily guided reading  <b>Writing</b> – In weekly planning, based on class needs &amp; integrated into units  <b>Spelling</b> – Letter/Sound, Joy Allcock  <b>Printing</b>-Casey Caterpillar</p>	<p><b>Reading</b> – Reading to, with &amp; by – daily guided reading  <b>Writing</b> – In weekly planning, based on class needs &amp; integrated into units  <b>Spelling</b> – Letter/Sound, Joy Allcock  <b>Printing</b>-Casey Caterpillar</p>	<p><b>Reading</b> – Reading to, with &amp; by – daily guided reading  <b>Writing</b> – In weekly planning, based on class needs &amp; integrated into units  <b>Spelling</b> – Letter/Sound, Joy Allcock  <b>Printing</b>-Casey Caterpillar</p>
<b>Maths</b>	<p><b>Numeracy</b> – Daily Class, Group &amp; Individual maths based on class, group &amp; individual needs/targets.  <b>Strand</b> – Statistics</p>	<p><b>Numeracy</b> – Daily Class, Group &amp; Individual maths based on class, group &amp; individual needs/targets.</p>	<p><b>Numeracy</b> – Daily Class, Group &amp; Individual maths based on class, group &amp; individual needs/targets.  <b>Strand</b> – Statistics</p>
<b>P.E</b>	<p><b>Triathlon</b>- practice 2-3 times a week and supported by extra running practice  <b>PMP</b>– Morning 3-4 times a week  <b>Pedal ready (motor skill development)</b>- week 2 Thursday and Friday</p>	<p><b>Triathlon</b>- practice 2-3 times a week and supported by extra running practice  <b>PMP (motor skill development)</b>– Morning 3-4 times a week</p>	<p><b>PMP (motor skill development)</b>– Morning 3-4 times a week</p>

<b>Assessment/Profiles Throughout the Term:</b>	<ul style="list-style-type: none"> <li>* NE Testing (Within the first 2 weeks of start date)</li> <li>* Sound letter (Where appropriate)</li> <li>* Running Record</li> <li>* Speedy spelling</li> <li>* Letter ID / HF words</li> <li>* Writing Sample (part of entry testing)</li> <li>* JAM (When they start, so is ongoing throughout term)</li> </ul>	<ul style="list-style-type: none"> <li><b>*Goal setting - Interviews</b></li> <li>* Self Portrait</li> <li>* Handwriting</li> <li>* Art Sample</li> <li>* Te Manawa (Profile)</li> <li>* Assessment – KURA or Native birds</li> <li>* Running Record</li> </ul>	<p>All of the following to be done by week 8 and entered onto ETAP (Except for those who have started school after week 8)</p> <ul style="list-style-type: none"> <li>* Sound letter (Where appropriate)</li> <li>* Psuedo (Where appropriate)</li> <li>* Running Record</li> <li>* Speedy spelling</li> <li>* Letter ID / HF words</li> <li>* Writing Sample</li> </ul>
<b>Trips / Events</b>	<p>Triathlon Pedal ready</p>	<p>Go-Getter Award Wk 5 School Beach trip Native Bird trip</p>	<p>Go-Getter Award Wk 9/10</p>
<b>KURA Values</b>	<p>Week 1-2: Kura in the classroom/ What is a KURA kid: Week 3-4: being prepared and ready to learn and Stop/Walk/Talk</p>	<p>Week 5-6: Entering exiting the room, moving around the school</p>	<p>Week7- 8: Going to the office, ordering lunch and going to the printer Week 9-10: Having a good attitude</p>
<b>ART</b>	<p>Painting</p>		

Week 1-2	Kura in the classroom/ What is a KURA kid:
Week 3-4	Being prepared and ready to learn and Stop/Walk/Talk
Week 5-6	Entering exiting the room, moving around the school
Week 7-8	Going to the office, ordering lunch and going to the printer
Week 9-10	Having a good attitude