

# Koru Long Term Plan 2017 Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
School Events		Powhiri		House event	Go - Getters	Powhiri				Go-Getters
Topic	KOS Matariki			Ancient Civilisations						
KURA	Kura in the classroom/ What is a KURA kid?		Being prepared and ready to learn		Active Listening Skills		Focussed and On Task Behaviour		Stop Walk Talk	
ENGLISH	Spelling	Letterland / Joy Allcock "Sound Like Fun" – focus on initial sound and letter/sound recognition								
	Reading	Daily Shared , Guided & Independent reading Shared Reading Focus: Concepts about Print & Comprehension Skills Guided Reading Focus: Reading Strategies & Comprehension Skills Early Words with Target Children Alphabet Books								
	Writing	Daily Shared, Modelled & Independent Writing								
	Oral	Daily either – Personal "news", Teacher directed "talking topic", Te Reo with Murray, KURA focus, as well as integrated into Writing and Topic ,brainstorming/discussions.								
	Printing	Casey Caterpillar: Model & Practice books, chalk, whiteboards, play dough, sandpaper cards, finger paint ...								
MATHS	<u>Geometry</u> Shape/Symmetry		<u>Number</u> Add/sub/place value - Maths groups with level appropriate activities							

		Multiplication/Division Fractions/Proportions/Ratios (Fractions Friday)							
THE ARTS	Visual: Integrated into Inquiry and Kura Lessons Painting Music/Dance/ Drama: Class Singing/Go-Noodle, Junior Hui, Weekly Team Kapa Haka/								
PE	PMP (Motor skills) & Big Ball skills (kicking, throwing, catching)								
TE REO	Te Reo with Matua Murray, integrated where possible throughout the day. Class focus - Karakia, Waiata, Greetings and Farewells, Pepeha								
Key Competencies	<p><b>Thinking</b> - developing understanding, making decisions, shaping actions, constructing knowledge about .</p> <p><b>Using language, symbols and texts</b> - use ICT to access and provide information and to communicate with others.</p> <p><b>Managing self</b> – learning when and how to act independently.</p> <p><b>Relating to others</b> - working effectively together, they can come up with new approaches, ideas, and ways of thinking.</p> <p><b>Participating and contributing</b> - to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group</p>								
ASSESSMENT PROFILE	Entry assessment within first two weeks of starting school, with follow up feedback to Parents								
					Running Records	Sound Letter Speedy Spelling Pseudo		All Term 3 data on etap Profiles complete	