

# Te Wana Long Term Plan 2020 Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
School Events	M- Powhiri	M/T/W Parent Interviews	Book Week	Maths Week Cook Is Language Week F -Jump Jam 4 StarJam		M-Powhiri	Maori Language Week - Whanau bfast F -TOD			
Topic	Matariki			Space						
KURA	What is KURA? KURA in the classroom and the playground Stop/Walk/Talk Resilience					<b>ACHIEVE:</b> Being prepared and ready to learn Setting Goals Resilience				
ENGLISH	Spelling	Letterland (Alphabet Book) / Joy Allcock – focus on initial sound and letter/sound recognition								
	Reading	Daily Shared , Guided & Independent Reading Shared Reading Focus: Concepts about Print & Comprehension Skills, Building Vocabulary Guided Reading Focus: Reading Strategies & Comprehension Skills								
	Writing	Daily Shared, Modelled & Independent Writing								
	Oral	Daily, either – Personal “news”, Teacher directed “talking topic”, KURA focus, as well as integrated into Writing and Topic Big Book weekly plans Brainstorming/discussions. Focus on developing “rich vocabulary”								
	Printing	Casey Caterpillar: Model & Practice Children use books, chalk, whiteboards, play dough, sandpaper cards, finger paint ...								

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MATHS	<u>Geometry</u> Shape			<u>Number</u> Add/sub/place value - Maths groups with level appropriate activities Multiplication/Division Fractions/Proportions/Ratios						
THE ARTS	Visual: Drawing (integrated into our Topics) Music/Dance/ Drama: Class Singing/Go-Noodle, Junior Hui Kapa Haka/Pasifika: Weekly Hub Kapa Haka/Pasifika									
PE	Jump Jam				Sports Start ABC					
TE REO	Te Reo - Wednesday lessons with Murray, and integrated where possible throughout the day.									
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 4 weeks of starting school: SPAT, JAM, SLF Ass 1 - with follow up feedback to Parents. Writing sample taken on entry and at 6 mths, highlight progress on PaCT tracking sheet. At 1 year PaCT for writing.									
						Running Records SW tracking		Data onto Beagle		
Meetings	T- HUBLds W-Staff PB4L	M/T/W Parent Interviews	M-HUB Lds Caron&A T-Staff	T-HUB Lds	T-Staff PB4L W- Te Wana		M-HUB Lds Caron&A	T-HUB Lds	T- Staff Google Classroom	

			SeeSaw		& Julie R					
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