

## Te Whare Piritahi Long Term Plan 2018 Term 4

|                                 |          | Week 1   | Week 2              | Week 3   | Week 4   | Week 5                                  | Week 6  | Week 7                   | Week 8                    | Week 9              |
|---------------------------------|----------|--|---------------------|--|--|---|---|--------------------------|---------------------------|---------------------|
| School Events                   |          |  |                     | Powhiri Assembly Wellington orchestra  |  | Go-Getters Junior production            | Pasifika evening Maths week Pool trip             | Powhiri Assembly         | KURA on the green         | Yr 6 leavers night  |
| Production practice Inquiry     |          | Production practice  | Production practice | Production practice  | Production practice                                    | Production                              | Myths/legends/NZ Inquiry                          | Myths/legends/NZ Inquiry | Myths/legend s/NZ Inquiry | Christmas crafts    |
| KURA                            |          | Managing self and my belongings  |                     |  | Showing Kindness in the class, playground, and at home |   | Lunchtime fun- including others, its ok to say no |                          |                           | Celebrating success |
| E<br>N<br>G<br>L<br>I<br>S<br>H | Spelling | Sounds Like Fun – Sounds/Letters – B/M/E Sounds – Counting Sounds  |                     |  |  | Switched onto Spelling — Spelling Rules |   |                          |                           |                     |
|                                 | Reading  | Daily Shared , Guided & Independent reading<br>Shared Reading Focus: Concepts about Print & Comprehension Skills<br>Guided Reading Focus: Reading Strategies & Comprehension Skills  |                     |  |  |   |   |                          |                           |                     |
|                                 | Writing  | Daily Shared, Modelled & Independent Writing   |                     |  |  |   |   |                          |                           |                     |
|                                 | Printing | Casey Caterpillar: Model & Practice<br>books, chalk, whiteboards, play dough, sandpaper cards, finger paint ...  |                     |  |  |   |   |                          |                           |                     |
| MATHS                           |          | Geometry   | Geometry            | <u>Number</u><br>Add/sub/place value - Maths groups with level appropriate activities<br>Multiplication/Division<br>Fractions/Proportions/Ratios |  |   |   |                          |                           |                     |
| THE ARTS                        |          | <input type="checkbox"/> Visual: paint, pastel, dye, weaving<br><input type="checkbox"/> Music/Dance/ Drama: Class Singing/Go-Noodle, Junior Hui, Jelly bean music lessons weeks 1-10<br><input type="checkbox"/> Kapa Haka/Pasifika: Weekly Team Kapa Haka/Pasifika   |                     |  |  |   |   |                          |                           |                     |
| PE                              |          | Athletics  | Athletics           | Athletics  | Athletics  | Net and Wall                            | Net and Wall                                      | Net and Wall             | Net and Wall              | Net and Wall        |
| TE REO                          |          | Karakia – Waiata – Greetings & Farewells – Counting to 10 – Classroom Commands – KURA<br>Pepeha<br>Kapa Haka   |                     |  |  |   |   |                          |                           |                     |
| Key Competencies                |          | <b>Thinking</b> - developing understanding, making decisions, shaping actions, constructing knowledge about _<br><b>Using language, symbols and texts</b> - use ICT to access and provide information and to communicate with others.<br><b>Managing self</b> – learning when and how to act independently.<br><b>Relating to others</b> - working effectively together, they can come up with new approaches, ideas, and ways of thinking.<br><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 |                     |  |  |   |   |                          |                           |                     |