

**YEAR 1 AND 2 LONG TERM PLAN**

**2023**



| TEACHERS   |  | TERM TWO   |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|--|--|--|---------------|---|----------------|---|----------------------------|-----------------------|------------------------------------|----------------------|--|--------------|---|---|---|---|---|---|---|---|
| Susan Kliffen<br>Helen Taylor<br>Cath Hardy<br>Peggy Bruce<br>Ben Haddock<br>Rebecca Quinn |  | WEEK   | 1             | 2   | 3              | 4   | 5                          | 6                     | 7                                  | 8                    | 9  | 10           |   |   |   |   |   |   |   |   |
|  |  | DATE   | 26 - 28 April | 1 - 5 May   | 8 - 12 May     | 15 - 19 May   | 22 - 26 May                | 29 May - 2 June       | 5 - 9 June                         | 12 - 16 June         | 19 - 23 June                                   | 26 - 30 June |   |   |   |   |   |   |   |   |
|  |  | EVENTS   |               | Constable Dan<br>Capital E<br>2 Year 1<br>4 Year 2<br>3 x Country | Life Education |   | St Johns                   | 1 Dance workshop      | 5 King's Birthday<br>6 Conferences | Zero waste workshops |  |              |   |   |   |   |   |   |   |   |
| <b>L<br/>a<br/>n<br/>g<br/>u<br/>a<br/>g<br/>e</b>   | <b>Oral</b>  | <b>Listening and Speaking</b><br>Speaking: Developing and conveying personal voice. Speaking with clarity of message and awareness of the audience.<br>Listening: Eyes on the speaker. Making appropriate responses to what children have heard.   |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|  | <b>Written</b>   | <b>Language Features</b><br>Using a range of high frequency, curriculum specific and personal content words to create meaning.   |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|  |  | Recounts/Personal writing<br>Narratives Descriptions Report writing and explanations ( directions)   |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|  | <b>Reading</b>   | Personal Reading – Selecting and reading independently for enjoyment and information.<br>Instructional Reading – Online Group reading<br>Shared Reading – Teacher/student reading. Reading for information.<br>Developing reading comprehension. Skills; discussing genres, structures, language features, meanings & ideas in a range of text (as per writing/topic focus). |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|  | <b>Spelling/<br/>Grammar</b>   | Testing – As per school target Essential Lists from Spell Write.<br>Grammar/Word Study – Spelling patterns, High-Frequency Words, word families, building essential word knowledge.<br>Phonics programme   |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|  | <b>Visual</b>  | Develop critical thinking when viewing.<br>Forms and expresses simple ideas and information usually drawing from personal experience and knowledge.  |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
| <b>Sound of week</b>   | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>m</td><td>p</td><td>e</td><td>c</td><td>o</td><td>a</td><td>d</td><td>g</td><td>q</td><td>s</td> </tr> </table> |  |               |   |                |   |                            |                       |                                    |                      | m  | p            | e | c | o | a | d | g | q | s |
| m  | p  | e  | c             | o   | a              | d   | g                          | q                     | s                                  |                      |  |              |   |   |   |   |   |   |   |   |
| <b>Te Reo Maori</b>  | Pepeha ( Year 1) weather ( Year 2)<br>Maintain: Greetings numbers Waiata Emotions Pepeha   |  |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
| <b>Mathematics</b>   | <b>Measurement</b><br>Year 2: statistics<br>Year 1: Turns transformations position   |  |               |   |                | <b>Number</b><br>Place value and addition and subtraction.<br>Multiplication and Division (where appropriate) |                            |                       |                                    |                      | Year 1 Patterning<br><br><b>Year 2: Volume</b> |              |   |   |   |   |   |   |   |   |
| <b>Integrated Studies/Science<br/>Social Studies/Māori</b>                                 | Keeping Safe: Health, Firewise, St. Johns, Life Ed, KOS  |  |               |   |                |   | Social Science: Zero Waste |                       |                                    | Matariki             |  |              |   |   |   |   |   |   |   |   |
| <b>The Arts</b>  | <b>Music,<br/>Drama,<br/>Dance</b>   | Capital E shows: The Tantrum and Wonderkind<br>Dance and drama -swap around  |               |   |                |   | Dance workshop             |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |
|  | <b>Visual<br/>Art</b>  | Paint and pastel collage murals linked to Inquiry  |               |   |                | Creating puppets with recycled materials  |                            |                       | Finish Pepeha                      |                      |  |              |   |   |   |   |   |   |   |   |
| <b>PE/Health</b>   | <b>PE</b>  | Cross Country (week 2)   |               |   | PMP            |   |                            | Catching and Throwing |                                    |                      |  |              |   |   |   |   |   |   |   |   |
| <b>Values</b>  |  | Honesty and Self Control and Manaakitanga  |               |   |                |   |                            |                       |                                    |                      |  |              |   |   |   |   |   |   |   |   |