

**YEAR 1 AND 2 LONG TERM PLAN 2025**

TEACHERS		TERM ONE									
Susan Kliffen Helen Taylor Cath Hardy Ben Haddock Bex Quinn Liz Irving  Kate Satherly (Tues, Wed)	<b>WEEK</b>	1	2	3	4	5	6	7	8	9	10
	<b>DATE</b>	3 Feb - 7 Feb	10 - 14 Feb	17 - 21 Feb	24 - 28 Feb	3 - 7 March	10 - 14 March	17 - 21 March	24 - 28 March	31 - 4 April	7 - 11 April
	<b>EVENTS</b>	3 Meet Teacher 6 and 7 school closed		21st FoSS family picnic - from 5pm				Conferences 19 March Athletics (PP 20 March)	Mt Victoria Trip Wed 26.03.25 PP: Tues 01.04.25		
<b>L a n g u a g e</b>	<b>Oral</b>	<b>Vocabulary and grammar for learning:</b> Develop a wide range of appropriate vocabulary specific to a topic. Communicate in full sentences using the correct tense. <b>Communicating ideas and information:</b> recount something that happened, give an opinion, identify cause and effect, infer and predict from a story or real experience, <b>Interpersonal communication:</b> use appropriate non-verbal communication, listen and respond to others, speak audibly, and engage in conversations with an awareness of their audience. <b>Talk for learning: Metacognition:</b> students identify and evaluate their learning <b>Self-regulation:</b> express feelings, opinions, and preferences about learning and experiences									
	<b>Reading</b>	<b>Word recognition:</b> Develop phonemic awareness and phonics knowledge, skills for decoding, understanding of conventions of print and build reading fluency. <b>Comprehension:</b> Develop vocabulary, sentence and text structure, identify features of narratives, recall information from text, express opinions and monitor understanding of text. <b>Critical literacy:</b> Understand the author's purpose and perspective. Make connections and interpretations, summarise and draw conclusions. Infer using evidence.									
	<b>Writing</b> Writing Craft Composition Writing Process	<b>During the writing craft</b> select and use words and phrases, Identify the audience and purpose for the text and build knowledge of language features. <b>In the composition of text,</b> focus on sentence structures and punctuation. Narrate events, share information on a topic and present an opinion. <b>Engage in the writing processes of</b> Planning, drafting, revising and editing. Introduce the Author's Cycle									
	<b>Spelling</b> <b>Handwriting</b> Transcription	<b>Spelling:</b> Develop knowledge of phoneme-grapheme correspondences for spelling. Build knowledge of high-frequency words from the Essential Lists <b>Handwriting:</b> Developing the formation of letters and numerals correctly and legibly, attending to size, placement, and spacing									
	Sound/letter of the week	As identified in class newsletters									
	<b>Te Reo Maori</b>	Greetings	Mihi Whakatau			Days of the week/months Y2			Numbers		
<b>Mathematics</b>		<b>Strand</b> Y1: Number Knowledge Y2: Measurement: Time				<b>Number</b> Place Value and addition and subtraction.					<b>Statistics</b> Statistical Investigations
<b>Integrated Studies Social Studies/ Te Reo/Arts</b>		Māori: Ko au - Pepeha - Introducing ourselves where we live						Movin March			
		Social Science: Stories from where we live									
		Health: Pause Breathe Smile Programme			Zones of Regulation						
		School Values: Akoranga		Responsibility		Perseverance		Manaakitanga			
<b>The Arts</b>	Music, Drama, Dance	Music: Listening to music - Carnival of the Animals				Kapa Haka					
	<b>Visual Art</b>	Portraits collage, pastel									
<b>PE/ Health</b>	<b>Physical Education</b>	House sports afternoon				Athletics/Summer Games					