

TEACHERS		TERM TWO								
Susan Kliffen Helen Taylor Cath Colwill Liz Irving Ben Haddock Rebecca Quinn	WEEK	1	2	3	4	5	6	7	8	9
	DATE	28 April 2 May	5 - 9 May	12 - 16 May	19 - 23 May	26 - 30 May	2 - 6 June	9 - 13 June	16 -20 June	24-28 June
	EVENTS		Cross Country - Wednesday 7th May		Mihi Whakatau - Friday 23rd May	Hui, Friday 30th May	2 June King's Birthday	Matariki school evening 12 June	Conferences Matariki holiday 20 June	Disco
Language	Oral	<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								
	Reading	<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.								
	Writing Writing Craft Composition Writing Process Spelling Handwriting Transcription	<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.								
		<b>Spelling:</b> Develop knowledge of phoneme-grapheme correspondences for spelling. Build knowledge of high-frequency words from The Code <b>Handwriting:</b> Developing the formation of letters and numerals correctly and legibly, attending to size, placement, and spacing								
	Te Reo Māori	Introduce or maintain: Greetings numbers Waiata Emotions Pepeha weather (Year 2)								
Mathematics		<p align="center"><b>Geometry</b> Shape Spatial Reasoning Pathways</p> <p align="center"><b>Number structure and operations</b> Addition, Subtraction, Multiplication and Division (Year 2)</p>								
Integrated Studies/Science Social Studies/Māori		<b>Science: Space</b> How the Sun and Moon Affect the Earth <div style="float:right;">Matariki</div>								
The Arts	Music, Drama, Dance	Singing, dancing, and drama -swap around								
	Visual Art	Paint and pastel collage murals linked to Inquiry								
PE/Health	PE	Cross Country (week 2)				PMP	Catching and Throwing			
Values		Respect, Responsibility, Manaakitanga, Akoranga								