

# YEAR 1 AND 2 LONG TERM PLAN 2026

TEACHERS		TERM ONE								
Nikki Ureña Helen Taylor Cath Hardy Ben Haddock Bex Quinn Liz Irving Sidney Spencer	WEEK	1	2	3	4	5	6	7	8	9
	DATE	3 Feb - 7 Feb	9-13 Feb	16-20 Feb	23-27 Feb	2-6 March	9-13 March	16-20 March	23-27 March	30-2 April
	EVENTS	2nd Feb: Meet the teacher 6th Feb: Waitangi Day							Junior athletics 19 March 9:15 - 11am	
<b>L a n g u a g e</b>	<b>Oral Language</b>	<p><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.</p> <p><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,</p> <p><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.</p> <p><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</p>								
	<b>Reading</b>	<p><b>Word recognition:</b> Develop phonemic awareness and phonics knowledge, skills for decoding, understanding of conventions of print, and build reading fluency.</p> <p><b>Comprehension:</b> Develop vocabulary, sentence and text structure, identify features of narratives, recall information from text, express opinions, and monitor understanding of text.</p> <p><b>Critical literacy:</b> Understand the author's purpose and perspective. Make connections and interpretations, summarise and draw conclusions. Infer using evidence.</p>								
	<b>Writing</b> Writing Craft Composition Writing Process	<p><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.</p> <p><b>In the composition of text,</b> focus on sentence structures and punctuation. Narrate events, share information on a topic and present an opinion.</p> <p><b>Engage in the writing processes of</b> Planning, drafting, revising and editing. Introduce the Author's Cycle</p>								
	Spelling Handwriting Transcription	<p><b>Spelling:</b> Develop knowledge of phoneme-grapheme correspondences for spelling. Build knowledge of high-frequency words from the Essential Lists</p> <p><b>Handwriting:</b> Developing the formation of letters and numerals correctly and legibly, attending to size, placement, and spacing</p>								
	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	Movement				
<b>Mathematics</b>	<b>Strand</b> Y1: Number Knowledge Y2: Measurement: Time			<b>Number</b> Place Value and addition and subtraction.						
<b>Integrated Studies</b> <b>Social Studies/</b> <b>Te Reo/Arts</b>	<p>Māori: Ko au - Pepeha - Introducing ourselves</p> <p>Social Science: Belonging and Community. (Civics and Society)</p> <p>Health: Kia Kaha                      Pause Breathe Smile Programme                      Zones of Regulation</p> <p><b>School Values:</b>      Akoranga                      Responsibility                      Perseverance                      Manaakitanga</p>									
<b>The Arts</b>	Music Drama Dance	<b>Music:</b> Listening to music - Peter and the Wolf, singing			Kapa Haka					
	<b>Visual Art</b>	Portraits -drawing skills, collage, pastel								
<b>PE &amp; Health</b>	<b>Physical Education</b>	House sports afternoon  Athletics/Summer Games / Moving March/ Cross country practice								