

YEAR 3-4 LONG-TERM PLAN - TERM 2 2026



| TEACHERS | WEEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|--------|-----------------------|--|----------------------|--|---------------------|------------------------------------|---------------------|---|-------------------------|---------------------|-----------|
| Rm 1 - Jessie Gregory & Julie Whitehead | DATE | 20 April-24 April | 27th April- 1 May | 4 -8 May | 11 - 15 May | 18-22 May | 25-29 May | 1 - 5 June | 8-12 June | 15-19 June | 22-26 June | 29-3 July |
| Rm 2 - Jayne Carey | EVENTS | 20/4 Welcome back hui | 27/4 ANZAC Day observed. 30/4 Cross Country | 6/5 Cross Country PP | 13/5 EZ Cross Country 14/5 EZ Cross Country PP 15/5 Pink Shirt Day | 21/5 Sausage Sizzle | 28/5 Potential reunification Drill | 1/6 King's Birthday | 9/6 IZ Cross Country 11/6 IZ Cross Country PP 11/6 School Disco | 17/6 - 19/6 Conferences | 25/6 Matariki Event | |
| Rm 10 - Matt Churchouse | | | | | | | | | | | | |
| Rm 11 - Louise Noble & Gill Billingsley | | | | | | | | | | | | |

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| L a n g u a g e | Speaking | Listening and Speaking - Focused, active listening skills Presentations- Steeple Rock Challenges/Hui - Focus on pace, volume, expression and supporting ideas with detail, when speaking. |
| | Writing | Writing Focus - Reports and explanations. Identifying purposes of texts. Demonstrating awareness of the audience. Using conventions- following the Author Cycle to plan, draft, edit, proof-read and publish. |
| | Reading | Reading Focus - Deconstructing, explaining and retelling. Personal Reading - Selecting and reading independently for enjoyment and information. Instructional Reading - Developing comprehension skills, discussing genres, structures, language features, meanings & ideas in a range of text Shared Reading - Whole class reading, class book |
| | Spelling/Grammar | Essential Lists from Spell Write - Using a range of high frequency, topic specific and personal content words to create meaning. Structured literacy - developing understanding of how we write sounds, spelling patterns, word derivations. |
| | Viewing/Presenting | Developing critical thinking when viewing. Forming and expressing simple ideas and information, drawing from personal experience and knowledge. |
| | Handwriting | Letter formation, size, position, shape. Writing letter and number forms legibly when creating text. |
| | Te Reo Māori/NZSL | Pepeha, Whānau, Time (days and months), Classroom objects. Following Instructions. Values. Tikanga. Matariki |
| Mathematics | Maths No Problem Basic Facts - Home Learning (ongoing learning and testing, based on individual needs) | Multiplication/division strategies Addition and Subtraction strategies Mass |
| Integrated Studies | Focus on the value perseverance Inquiry - Investigating geography | |
| The Arts | Music, Drama, Dance | Team Singing Kapa Haka Specialist music programme - skills of recreating music |
| | Visual Art | Portrait drawing - X-Files |
| PE/Health | Fitness: Cross Country PE skills: Large Ball Skills | |
| Interchange | Cooking P.E. Science Craft Maths Board Games | |