

YEAR 7 AND 8 LONG TERM PLAN 2026

| TEACHERS | | TERM TWO | | | | | | | | | | |
|--|--|--|--|-------------------|-----------------------|----------------------------------|--------|--------|---|-----------------|----------------------------------|------------------------|
| Sam Broadmore Rachael Laming Alison Roper | WEEK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | DATE | 20 April | 27 April | 4 May | 11 May | 18 May | 25 May | 1 June | 8 June | 15 June | 22 June | 29 June |
| | EVENTS | | ANZAC day 27th School Cross Country - 30th | Hui - Y7/8 8th | EZ XCounrty - 13th | Catherine Burkett 18th 7pm | | | Kings Birthday 1st Y7 Imminisations 2nd | EZ XCounrty 9th | Parent Conferences 17-19th | Matariki Event 25th |
| L a n g u a g e | Oral | Steeple Rock Sharing Research project and sharing written work with the class | | | | | | | | | | |
| | Written | Memoir Writing: Exploring figurative Language through personal experience Daily practice with expressive and descriptive writing through retelling personal events or perspectives Structured Literacy: strengthen students' ability to be precise with word choice, structure their ideas clearly, and build their understanding of grammatical terms. | | | | | | | | | | |
| | Reading | Personal Reading – Selecting and reading independently for enjoyment and information. Instructional Reading – tied in with learning about Early NZ History Shared Reading – Teacher/student reading. Reading for information. Developing reading comprehension. Skills; discussing genres, structures, language features, meanings & ideas in a range of text (as per writing/topic focus). | | | | | | | | | | |
| | Spelling/ Grammar | Quizlet Essential spelling lists plus Y8 and Y9 words with definitions Grammar/Word Study – Spelling patterns, High Frequency Words, word families, building essential word knowledge. | | | | | | | | | | |
| | Visual | Develop critical thinking when viewing. Links through to literacy programme to help understanding of key concepts. Presentation of Research Projects and Science Fair, linked in with verbal presentation of data and results. | | | | | | | | | | |
| | Te ao Maori | Classroom programs: Sentence structure, classroom vocabulary and karakia Kapa Haka: Developing a bank of waiata - introducing harmony and leadership | | | | | | | | | | |
| Mathematics | Maths No Problem: A structured programme that will cover the Y7/8 curriculum over the course of the year. We will also be using supplementary programmes like Mathletics and participating in the Otago Problem Solving Challenge. | | | | | | | | | | | |
| Integrated Studies Social Studies Science | Science: Structured sessions once a week with Mr Finnigan Social Sciences: early New Zealand history. Students will explore the innovations that helped improve daily life for early settlers, investigate early industries, and learn about the suffrage movements that helped shape New Zealand's political landscape. Through reading, discussion, and research, students will develop a deeper understanding of how these developments influenced the country we live in today. | | | | | | | | | | | |
| The Arts | Music, Dram Dance | Rongotai Enrichment rotations. Drama rotates after 5-week blocks. Ukulele at school. Guitar, Garageband and keyboard at Rongotai. | | | | | | | | | | |
| | Visual Art | Friday art sessions and classroom art projects | | | | | | | | | | |
| PE/Health | PE | Cross Country and daily fitness KiVa: Regular sessions with a focus on building an anti-bullying environment. Teaching respect, understanding other points of view and positive relationships. | | | | | | | | | | |