


Kowhai Pod YO - Y2		Term 1 Plan 2021			Crofton Downs Primary School							
TEACHERS: Liz Martindale, Jodi Mistry, Erin Davies, Sarah Young, Schiehallion Mckelvie, Stacey Campbell		<b>Week 1</b> 1.02.2021 - 5.02.2021 TOD: Mon 1st Feb TOD: Tues 2nd Feb Students start 3/2	<b>Week 2</b> 8.02.2021 - 12.02.2021 Monday 8th Feb - Waitangi Day observed	<b>Week 3</b> 15.02.2021 - 19.02.2021 BOT mtg	<b>Week 4</b> 22.02.2021 - 26.02.2021	<b>Week 5</b> 1.03.21 - 5.03.21	<b>Week 6</b> 8.03.21 - 12.03.21	<b>Week 7</b> 15.03.21 - 19.03.21	<b>Week 8</b> 22.03.21 - 26.03.21 BOT mtg	<b>Week 9</b> 29.03.21- 2.04.21 Easter break: 2/4 - Good Friday Sunday - daylight savings ends	<b>Week 10</b> 5.04.21 - 9.04.21 Easter break: 5/4, 6/4 TOD / Kahui Ako - 7/4/21	<b>Week 11</b> 12.04.21 - 16.04.21
<b>Events</b>			Swimming - WED WED 10th Feb Meet the teacher 6:00-6:30pm 6:00 - 6:20 whole pod, 10mins to meet individual teachers	Swimming Mon & Wed	Swimming Mon & Wed	Swimming Mon & Wed  PTA spellathon	Powhiri 9-10am			Parent/Teacher conferences this week: progress, achievement, next steps Mon/Wed 3-8pm		
<b>Assessment</b> HERO comments this term - TBC Curriculum / inquiry comment General comment		Ongoing: alphabet / phonic knowledge checks /Running records / JAM testing						HERO comments due this week				
<b>Language</b>	Oral	<b>Listen/Speak</b> - contributing to a discussion; asking a question, sharing an opinion, being an 'active listener'										
	Written	<b>Writing:</b> Recount, non-fiction genres including; flow charts, non chronological reports, annotated diagrams, observations - links with inquiry work. (ref Effective Literacy Practise Y1-4 pgs 41-42, 72, 125-126, 136-149)										
	Reading	<b>Personal Reading</b> - Select and read independently for enjoyment and information; meet personal goals building fluency through "reading mileage" <b>Instructional Reading</b> - ongoing individual personal goals around building decoding skills and fluency in reading <b>Shared Reading</b> - building concepts about print including understanding punctuation, difference between letter/word, parts of a book <b>Focus:</b> strengthen ability to search for and use interrelated sources of information (semantic, syntactic, and visual and graphophonic). Apply a growing range of word-solving strategies and comprehension strategies to make or confirm meaning.  (ref to Effective Literacy Practise Y1-4 pgs 76-87, 91 – 101)										
	Spelling/ Grammar	<b>Testing</b> - ongoing checks for alphabet / phonic knowledge										

		<b>Grammar/Word Study</b> - looking at word families, blends and high-frequency word lists - essential word lists 1-4	
	Visual	<b>Viewing/Presenting:</b> small group / individual sharing of learning from inquiry work	
	Handwriting	Letter formation and progression as in <a href="#">NZ Curriculum - handwriting</a> Ongoing personal goals re consistency of size, shape, space, letter formation, pencil grip	
	Taha Maori	<a href="#">karakia</a> <b>Te Reo Māori</b> - Waiata, Karakia, names for family members <b>Te Ao Māori</b> focus: Weekly Kapa Haka workshops <b>whakawhanaungatanga</b> – in the sense of whānau and school working together to reflect the community’s values <b>manaakitanga</b> – caring for and respecting each other	
<b>Mathematics</b>		<b>Number Focus:</b> Number knowledge, Place Value, Addition and Subtraction	
		<b>Strand Focus:</b> Statistics – collecting data about “Ourselves,” Shape (2D), Measurement - mass & capacity	
<b>Inquiry / Discovery SPACE</b> Science, Social Sciences, Health / PE, Mathematics, Arts		<b>Key Question/Idea: Tūrangawaewae: understanding where I ‘stand’.</b>  Curriculum links: Social Studies / Health & PE	
<b>Philosophy</b>		Expressing an opinion, being an active listener, contributing to discussions	
<b>The Arts</b>	Performing Arts Visual Arts Technology	Whole school waiata / Junior Kapa haka Discovery SPACE : Visual arts: exploring a variety of mixed media including paint, pastel, chalk, crayon, pencil, clay, dough. Performing arts: creating and telling own stories orally, using movement, with puppets, through role-play	
<b>PE/Health</b>	Physical Ed Health Ed	<b>PE/ Fitness</b> Swimming - lessons at Karori Pool: skill building and water safety, locomotion skills (running/walking) @Ben Burn Park <b>Health</b> Cosmic Kids Yoga, Gonoodle fitness, KIVA - ongoing sessions for Y2, introductory discussions NE/Y1 - “What is bullying?”	