


Kowhai Pod Y0 - Y2		Term 2 Plan 2021			Crofton Downs Primary School						
TEACHERS: Liz Martindale, Jodi Mistry, Erin Davies, Sarah Young, Schiehallion Mckelvie, Stacey Campbell		Week 1 3/05/2021 - 7/05/2021	Week 2 10/5/2021 - 14/05/2021	Week 3 17/05/2021 - 21/05/2021 BOT mtg	Week 4 24/05/2021 - 28/05/2021	Week 5 31/05/21 - 4/06/21	Week 6 7/06/21 - 11/06/21	Week 7 14/06/21 - 18/06/21	Week 8 21/06/21 - 25/06/21 BOT mtg	Week 9 28/06/21 - 2/07/21	Week 10 5/07/21 - 9/07/21
Events		ERO visit starts	Trip to Wellington City Museum Friday - cross country (afternoon)				Mon - Queens Bday Weds - Photos				
Assessment HERO comments this term: literacy, maths, inquiry		Ongoing: alphabet / phonic knowledge checks /Running records / JAM testing Comments for Hero this term: Reading, Writing, Maths, Curriculum: inquiry / Discovery SPACE / Keeping ourselves Safe									
Language <u>Literacy progressions</u>	Oral	Listen/Speak - contributing to a discussion; asking a question, sharing an opinion, explaining an idea, being an 'active listener'									
	Written	Writing: Recount, non-fiction genres including; flow charts, non chronological reports, annotated diagrams, observations - links with inquiry work.									
	Reading	Personal Reading - Select and read independently for enjoyment and information; meet personal goals building fluency through "reading mileage" Instructional Reading - ongoing individual personal goals around building decoding skills and fluency in reading Shared Reading - building concepts about print including understanding punctuation, difference between letter/word, parts of a book Focus: 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.									
	Spelling/ Grammar	Testing - ongoing checks for alphabet / phonic knowledge Grammar/Word Study - looking at word families, blends and high-frequency word lists. Refer to: Letters and Sounds (phases 2-6), Spellwrite 'essential words' (lists 1-4) & Teaching beyond letters and sounds: https://www.gov.uk/government/publications/teaching-the-higher-levels-of-phonics									
	Visual	Viewing/Presenting: small group / individual sharing of learning from inquiry work, sharing writing									
	Handwriting	Letter formation and progression as in NZ Curriculum - handwriting Ongoing personal goals re consistency of size, shape, space, letter formation, pencil grip									
	Te Ao Māori	karakia Te Reo Māori - Waiata, Karakia, greetings, feelings, colours, legends Te Ao Māori focus: whakawhanaungatanga – in the sense of whānau and school working together to reflect the community's values									

		Kotahitanga – strengthening unity by coming together to collaborate and work together
Mathematics Maths plan		Number Focus: Number knowledge, Place Value, Addition and Subtraction, fair share & fractions
		Strand Focus: Geometry – Shape 3D, Measurement - mass & capacity
Inquiry / Discovery SPACE Science, Social Sciences, Health / PE, Mathematics, Arts		Key Question/Idea: Tūrangawaewae: understanding where I ‘stand’ - caring for my special local places (class / school / community / city) Curriculum links: Science
Philosophy		Expressing an opinion, being an active listener, contributing to discussions
The Arts	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
PE/Health	Physical Ed Health Ed	PE/ Fitness: locomotion skills (running/walking), cross country practise, striking / passing / trapping /throwing / catching skills, Cosmic Kids Yoga, Gonoodle fitness, Jump Jam Health: Keeping ourselves safe (police programme - cyber safety & personal safety) KIVA - ongoing sessions for Y2, introductory discussions NE - “what is bullying?”