

| Long Term Plan<br>Kereru Hub<br>Term 3 2017<br>Year 0-2<br>Level 1 |   | Week 1<br>24-28 July   | Week 2<br>31 July - 4 August                               | Week 3<br>7-11 August          | Week 4<br>14-18 August                              | Week 5<br>21 - 25 August  | Week 6<br>28 Aug - 1 Sept  | Week 7<br>4 - 8 Sept          | Week 8<br>11 - 15 Sept                    | Week 9<br>18 - 22 Sept   | Week 10<br>25 - 29 Sept   |
|--|---|--|--|--------------------------------|---|---|--|-------------------------------|---|--|---|
| Events   |   | M- Powhiri   | M – Powhiri for visiting teacher<br>W – Footsteps Dance    | W – Footsteps Dance            | W – Footsteps Dance<br>F – Core Live Stream Meeting | W – Footsteps Dance<br>T/W/Th – Cluster PLG<br>F – Silverstream Kindy Visit | W – Footsteps Dance<br>F – Silverstream Kindy Visit  | W – Footsteps Dance           | W – Footsteps Dance<br>W – Roald Dahl Day | M – Artsplash Choir<br>W – Footsteps Dance<br>S/S – Arts and Crafts Fair | W – Footsteps Dance<br>W – UH Cultural Festival   |
| Assemblies   |   | Hub Assembly- R11  | Hub Assembly- R2   | School Assembly- Kereru (Rm 1) | Hub Assembly-R4                                     | Hub Assembly – R11  | School Assembly – Korimako   | Hub Assembly-Rm 2             | Hub Assembly- R3                          | School Assembly –R1  | School Assembly - Tui   |
| Staff/Hub Meetings   |   | F- Admin   | M- Hub<br>T – Staff<br>F- Tekkie Brekkie                   | M- Staff<br>T- Hub<br>F- Admin | M- Hubs<br>T - Staff<br>F- Core Bfast Stream        | F – Tekkie Brekkie  | M- Hub<br>F- Admin   | M- Staff<br>F- Tekkie Brekkie | T – Shared Hub<br>F - Admin               | W- Staff<br>F- Tekkie Brekkie  | M- Staff<br>T- Hubs   |
| Assessment<br>Administer<br>Due on eTAP by Wednesday               |   |  | Begin 1 <sup>st</sup> set Running Records (All Below & At) |                                |   | 1 <sup>st</sup> set Running Records (All Below & At) Due                    | Begin 2 <sup>nd</sup> set of Running Records (All Below & AT, Y1-3 Above)  |                               |   |  | Running Records (All Below & AT, Y1-3 Above) Due<br>Math Overview Due<br>Writing Overview Due |
| Key Competencies Values  |   | Key Competencies: Managing Self, <b>Participating &amp; Contributing</b> , <b>Thinking</b> , Relating to Others, <b>Using language, symbols and texts</b> .<br>School Value/s: <b>Courage, Responsibility</b> , Honesty, Respect, Valuing Differences, Differentiation, <b>Resilience</b> , Effort and Excellence. |  |                                |   |   |  |                               |   |  |   |
| Maths  |   | <p><b>Number (80% of Programme)</b> - Number Knowledge, Addition &amp; Subtraction &amp; Multiplication and Division<br/>Time and Money ongoing throughout the term, integrated into everyday context</p> <p><b>Strand (20% of Programme)</b> – Geometry – position. Statistics – probability.</p>                 |  |                                |   |   |  |                               |   |  |   |
| Literacy   | Reading<br>Writing<br>Speaking<br>Listening | <p><u>Reading/Writing - Inform</u> – reports, recounts.<br/>Spontaneous Writing (Work on Writing Books)</p> <p><u>Speaking/Listening</u> – Expressing clearly, listening to instructions and signals and following them.</p>   |  |                                |   |   |  |                               |   |  |   |
| Inquiry  |   | <p><b>Our Place in Space</b></p> <p><b>Big Ideas and Questions:</b><br/>How does the earth change and move in space?<br/>How does the earth affect us?<br/>How do we affect it?</p>  |  |                                |   |   | <p>Key Learning Areas/AO's to <b>Assess:</b></p> <p><b>Science</b><br/><u>Planet Earth and Beyond</u><br/>Earth Systems<br/>- Explore and describe natural features and resources.<br/>Interacting systems<br/>- Describe how natural features are changed and resources affected by natural events and human actions.</p> <p><u>NOS</u><br/>- <b>Investigating</b><br/>- Participating and Contributing</p> <p><u>Capabilities</u> – <b>Gather and Interpret (Wondering)</b></p> <p><b>Health and Physical Education</b><br/>- Describe and use safe practices in a range of contexts and identify people who can help.<br/>- Identify and discuss obvious hazards in their home, school and local environment and adopt simple safety practices.</p> |                               |   |  |   |
| Te Reo me ngā tikanga Māori  |   | <p>Manaakitanga – caring for others/the earth<br/>Instructions/Directions<br/>He aha tenei? – colours.</p>   |  |                                |   |   |  |                               |   |  |   |
| Health and PE  | PE  | <p>Forces – striking, target throwing, balance, throwing, falling, pushing, pulling.<br/>- <b>Develop a wide range of movement skills, using a variety of equipment and play environments.</b></p>   |  |                                |   |   |  |                               |   |  |   |
|  | Fitness                                     | <p>Bike Track<br/>Jump Jam</p>   |  |                                |   |   |  |                               |   |  |   |
| EOTC   |   |  |  |                                |   |   |  |                               |   |  |   |
| The Arts   |   | <p>Integrated Visual Arts, Dance, Drama and Music – The Earth, its natural resources, clay, coal etc.<br/>- <b>Develop Practical Knowledge through exploration of movement, elements of dramatic play, how sound is made and with a variety of materials.</b></p>  |  |                                |   |   |  |                               |   |  |   |
| ICT  |   | <p>Utilizing Seesaw and iPads to assist in research and sharing learning with families.</p>  |  |                                |   |   |  |                               |   |  |   |