

xxxxx School - Room x - Years 0-8 - Annual LTP Planning Sheet *(an ongoing working document)* - 2024 - Teacher:

Where text colours are used: Colour Codes: *Junior Years 0 - 3/4 = BLUE Senior Years 4-8 = RED All levels (junior and senior Years 0-8) = BLACK*

<p>Numeracy: Mathematics</p> <p><i>Priority 1: 1 hr daily instruction. 1st focus = Number, then other strands.</i></p> <p><i>Junior - Years 0-3/4 Levels 1/2 Phase 1 (Years 0-3)</i></p> <p><i>Senior - Years 4-8 Levels 2-4 Phase 2 (Years 4-6) & Phase 3 (Years 7/8)</i></p>	<p><u>Maths (6, 12, <24 months based on the Phases for Years 1-3) :</u> <i>Subitising (recognising small number of objects without counting them),</i></p> <p>Number structure, Operations (+,-) =Main focus, <i>Rational numbers, Equality, Patterns, Measurement, Classification, Spatial reasoning, Variability.</i></p>	<p>Number (N) (Focus 1)</p>	<p><i>Algebra (A)</i></p>	<p><i>Measurement(M)</i></p>
	<p>Number structure, Operations (+,-) =Main focus, <i>Rational numbers, Equality, Patterns, Measurement, Classification, Spatial reasoning, Variability.</i></p>	<p><i>Space (Sp)</i></p>	<p><i>Statistics (St)</i></p>	<p><i>Probability (P)</i></p>
<p><u>Notes/Ideas:</u> Pr1me maths (for some), AWS maths, board/group work, using Apps for various numbers (0-10+) sounds/formations/matchings etc, large focus on oral work with each group, Middle group working in grid books (teacher writes in the books), upper group working in grid books and off a board (they write in their books from the board),to try and do less with actual worksheets where possible with juniors. Daily 4</p> <p><i>Daily practice of and learning of basic number facts depending on their ability. Using all 4 operations. (+, -, x, ÷). Skoolbo, Mathletics, Daily 3</i></p>				
<p>Maths topics/strands covered each term, (1 hr instruction daily). Number strand to be done on a daily basis/1st focus</p> <p>Daily 4</p>	Term 1	Term 2	Term 3	Term 4

<p>English Literacy: Reading & Writing</p> <p><i>Priority 1 1 hr daily instruction each for both Reading and Writing, (so 2 hours daily combined).</i></p> <p><i>Junior - Years 0-3&4 Levels 1/2 Phase 1 (Years 0-3)</i></p> <p><i>Senior - Years 4-8 Levels 2-4 Phase 2 (Years 4-6) & Phase 3 (Years 7/8)</i></p>	<p style="text-align: center;"><u>Literacy (6, 12, <24 months based on the Phases):</u></p> <p>Spoken grammar, Print awareness, Phonemic awareness, Letter knowledge, Word knowledge, Understanding requests, Oral vocabulary, Oral interactions, Oral retelling, Monitoring reading accuracy, Reading for meaning, Composing written texts, Personal connections to texts.</p>											
	<p style="text-align: center;"><u>Writing 1 (Wtg)</u></p> <p><i>Daily story writing, sentence structures, picture cues, personal experiences, topic related work (including researching), explanations, writing for purpose and enjoyment, writing prompts (Pobble365 etc), Daily 5 activities</i></p>	<p style="text-align: center;"><u>Word Study (Wtg 2)</u></p> <p><i>Spelling words (Essential Lists and spelling words from their writing), alphabetical order, capitals, full stops, commas and other conventions of print/punctuation/grammar, sense, structure. blends, sounds, chunking etc, Hard/unknown words, trying before asking, listening skills, speaking/oral skills, vowels/consonants, similes/Antonyms etc, Skoolbo. Handwriting lessons, focussing on conventions of print, legibility, size, formation, speed, Daily 5</i></p>	<p style="text-align: center;"><u>Reading (Rdg)</u></p> <p><i>Selling/presenting texts to others, retelling, audio and video texts, The main focus is for the teacher to try to listen to all groups and children to read on a daily basis, (using instructional readers as well as books of their own choice), Reading for information (based on their topic work/researching), Reading Eggs, Skoolbo, Daily 5</i></p>									
<p>Topics/skills covered each term. 1 hr instruction daily for both Reading and Writing, so 2 hours for both per day.</p> <p>Daily 4</p>	<p><u>Notes/Ideas:</u> Specific letter and sounds (+ related activities), nursery rhymes, junior books, shared reading by teacher and selected kids (including audio texts), use big books + CD, structured reading (using RTR Phonics+ texts), writing tasks, Ideal (including set words and sounds and use of Ready to Read Phonics Plus books), home reading using library books and general colour wheel texts (Magenta level and Letter/blend texts), calendar acts (orally first thing in the morning), letter formations (written and Ipad tasks), Heggerty Phonemic Awareness oral lessons, Buddy reading, cut-outs, library books and library visit, poems + related activities based on letter focus, news/reflections oral discussions, using Apps for various letter sounds/formations/matchings etc, Kakano Sound Cards (RTRP+), daily home reading & letters, Splash Books and sing/chant (shared Big Books), personal writing by creating their own big books, personal name and days of the week tracing sheets, Daily 4</p> <table border="1" style="width: 100%; height: 400px;"> <thead> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> </thead> <tbody> <tr> <td style="height: 400px;"></td> <td style="height: 400px;"></td> <td style="height: 400px;"></td> <td style="height: 400px;"></td> </tr> </tbody> </table>				Term 1	Term 2	Term 3	Term 4				
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Health/Mindfulness	Personal Health & Physical Development (PHPD)	Movement Concepts & Motor Skills (MCMS)	Relationships with other people (RP)	Healthy Communities & Environments(HCE)	Home Economics (HE)
	<u>Notes/Ideas:</u> Attitudes, working with others, co-operation, decision making, dealing with conflict, healthy eating, individual attitude/behaviour, reflections (as a class), leadership, School values, staying healthy mindfulness clips/activities, dance to music, fitness. NB: Health and PE are the same document/strands, although they have been separated here, so there will be crossovers.				
	Term 1	Term 2	Term 3	Term 4	
PE/Fitness	Personal Health & Physical Development (PHPD)	Movement Concepts & Motor Skills (MCMS)	Relationships with other people (RP)	Healthy Communities & Environments (HCE)	Home Economics (HE)
	<u>Notes/Ideas:</u> Also see 'Health/Mindfulness' above.				
	Term 1	Term 2	Term 3	Term 4	
The Arts-Music	<u>Notes/Ideas:</u> Assembly & class singing, fuse drumming, body percussion, beat vs rhythm, Solo/group singing as part of mini talent quest.				
	Term 1	Term 2	Term 3	Term 4	
The Arts-Visual/Craft	<u>Notes/Ideas:</u> Sketch books, topic related artworks, cut-outs, technology challenges, models				
	Term 1	Term 2	Term 3	Term 4	
The Arts-Dance/Drama	<u>Notes/Ideas:</u> Miming, skits, dance to music and video/aerobics, movement activities, activities related to mini talent quest.				
	Term 1	Term 2	Term 3	Term 4	
Māori / Cultural Studies	<u>Notes/Ideas:</u> Pronunciation, meanings, new words, macrons, transliterations, karakia, topic related work which may also be connected to ANZH study work. This will be done alongside other curriculum areas (te reo) to ensure coverage is not always being done in isolation. Local cultural curriculum/local cultural areas of cultural significance.				
	Term 1	Term 2	Term 3	Term 4	

ANZH	Culture & Identity (C&I)	Government & Organisation (G&O)	Place & Environment (P&E)	Economic Activity (EA)	Local Rohe (LRC)	National Rohe Contexts (NC)
	<u>Notes/Ideas:</u> Treaty of Waitangi, Local history of the area we are in					
	Term 1	Term 2	Term 3	Term 4		
Social Sciences	Culture & Collective Identity (CCI)	Sovereignty, Organisation & Government (SOG)	Place & Environment (P&E)	Economic Activity (EA)	Local Rohe Contexts (LRC)	National Rohe Contexts (NC)
	Identity, Culture & Organisation (ICO)	Place & Environment (P&E)	Continuity & Change (CC)	The Economic World (EW)		
	<u>Notes/Ideas:</u>					
	Term 1	Term 2	Term 3	Term 4		
Science	Living World (LW)	Material World (MW)	Planet Earth and Beyond (PEB)	Nature of Science (NS)	Physical World (PW)	
	<u>Notes/Ideas:</u>					
	Term 1	Term 2	Term 3	Term 4		
Technology	Technological Practice (TP)	Technological Knowledge (TK)	Nature of Technology (NT)	Digital Technologies (DT)		
	<u>Notes/Ideas:</u> Models, Wood projects, Cooking, Various crafts. These may also be crossed over with The Arts (visual/craft).					
	Term 1	Term 2	Term 3	Term 4		

<i>Digital Technologies ICT</i>	Technological Practice (TP)	Technological Knowledge (TK)	Nature of Technology (NT)	Digital Technologies(DT)
	<u>Notes/Ideas:</u> Looking at the use of and improving confidence in using Ipads correctly. Using the Internet, Using Ipads to take and move images etc, Various different Ipad app programmes with curriculum areas. Using technology for research for topics (Ipads and Chromebooks). Internet online safety and responsibilities (being safe), Class Calendars (images). Class online newsletter.			
	Term 1	Term 2	Term 3	Term 4
Learning Languages	Communication (C)		Language Knowledge (LK)	Cultural Knowledge (CK)
	<u>Notes/Ideas:</u>			
	Term 1	Term 2	Term 3	Term 4
Work in case of Emergencies / Home Learning				
Homework (if done)				
Cross Curricular	Term 1	Term 2	Term 3	Term 4
Themes / Topics	Term 1	Term 2	Term 3	Term 4
EOTC / Trips / School Events	Term 1	Term 2	Term 3	Term 4
Other Events	<u>Notes/Ideas:</u> Lockdown, Tsunami, Earthquake and Fire Drills, Fun//Activity Day, Sporting days (both locally as well as interschool), Assemblies (PB4L or general etc).			
	Term 1	Term 2	Term 3	Term 4

Professional Development	<u>Notes/Ideas:</u> Professional readings. Discussions and meetings with other staff, seeking support when needed with curriculum updates/new ideas. Learning new online programmes and apps to help support learning in the classroom. Discussions with other colleagues both within and outside of the school, Outside Agency contact/advice/recommendations/advice.			
	Term 1	Term 2	Term 3	Term 4
Assessments/Testings	<u>Notes/Ideas:</u> Various junior testing, parent interviews, school written reports (bi annually), parent conferences. Any new child who arrives, will also have various testing (especially juniors), done in due course. Some test names are added below, although be aware that some will cross over depending on year levels as well as ability. These can be added to as new tests are used within the school.			
	Assessment examples - Junior area of the school		Assessment examples - Middle/Senior area of the school	
	JAM (Maths), Gloss, Running Record, PAT (Year 3 and above), Writing Sample, Burt (spelling), SEA (School Entry Assessment 4-6 weeks after starting school), 6 year Nett Diagnostic Survey (1 year after starting school or at 6 years), New Entry Child Checklist (for any new junior child starting-teacher made). Behaviour observations (or notes from previous school), South Australian Spelling Test (Year 2 up),		IKAN (Number Knowledge), STAR, Probe, Running Record, PAT (Maths, Vocab, Comprehension, Listening), Writing Sample, Burt (spelling), South Australian Spelling Test, Behaviour notes/observations from previous school, Basic Facts Test, JAM (Maths) if child is below Stage 4/5, SSpA (spelling),	
	Term 1	Term 2	Term 3	Term 4
Target Groups (At Risk)	<u>Notes/Ideas:</u>			
Extra Programmes	Remedial/At Risk		Extension	Other
*Official Languages	*English (E)	*Te Reo Māori (M)	*NZ Sign Language (NZSL)	Other
	Term 1	Term 2	Term 3	Term 4
Teacher Aide / Adult Assistance	Term 1	Term 2	Term 3	Term 4
Outside Agencies Used	Term 1	Term 2	Term 3	Term 4

Curriculum Priorities <i>(these may be changed around at times). Also see Tracking Sheet.</i>	<u>1st Priority</u> <u>Daily Instruction</u>		<u>2nd Priority</u> <u>Weekly Instruction</u>		<u>3rd Priority</u> <u>Termly - when they can be fitted in</u>					
	English 1 Literacy - Reading English 2 Literacy - Writing English 3 Literacy - Word Study Mathematics 1 Numeracy - Basic Facts & Number -Health 1 Well-being, Mindfulness & Relations Māori Cultural Studies 1 Te Reo & Tikanga PE & Fitness		Mathematics 2 Numeracy - Other Strands (not Number) The Arts 1 - Visual / Crafts Māori Cultural Studies 2 Local areas of cultural significance		The Arts 2 - Dance & Drama The Arts 3 - Music Health 2 - other topics <i>(not covered in Health 1)</i> Aotearoa New Zealand Histories (ANZH) Social Sciences Science Learning Languages Technology Digital Technologies (DT) Education Outside the Classroom (EOTC)					
School Values										
Key Competencies	<i>Thinking (T)</i>		<i>Relating to others (RO)</i>		<i>Using language, symbols, and texts (LST)</i>		<i>Managing self (MS)</i>		<i>Participating and contributing (PC)</i>	
NELP's <i>(National Education Learning Priorities). Obj 4 = secondary</i>	Objective 1: Learners at the Centre		Objective 2: Barrier-Free Access		Objective 3: Quality Teaching and Leadership		Objective 4: Future of Learning & Work			
	P1 <i>(safety):</i>	P2 <i>(partnerships):</i>	P3 <i>(reduce barriers):</i>	P4 <i>(curriculum/ foundation skills):</i>	P5 <i>(Māori):</i>	P6 <i>(staff PD):</i>	P7 <i>(workforce skills):</i>			

The below may also be of use, so I have just left it here for reference in case it is of use.

Term x, 2024 - Room x - Literacy, Numeracy, Personal and Social/Values Targets. Class and Targeted Kids

<u>Curriculum Areas</u>	<u>Targets / Focus Areas</u>	<u>End of Term Results / Notes</u>
Literacy - Reading <u>Class</u>	1. To be able to know how to use a book, (pages, direction of text etc).	
	2. To be able to use sounding strategies and cues to be able to decipher text and meaning.	
	3. To be able to read text, (all or part) of a book, including simple comprehension of what the text was about.	
Literacy - Writing <u>Class</u>	1. To be able to know how to use a book for writing/handwriting.	
	2. Be able to write by staying on the lines.	
	3. Be able to use upper and lower case letters, and full stops correctly.	
Maths - Number <u>Class</u>	1. To recognise and be able to use, (including formations), of numbers 0-5 (lower kids), and 5+ (upper kids).	
	2. Know what + and = and - mean, and be able to use strategies/counters to show an understanding.	
	3. For the middle and upper groups, be able to use a quad book for Maths.	
Social & School Values <u>Class</u> <u>(x3 chosen values to</u>	1. Respect: Both people and property.	
	2. Honesty: At school and home.	
	3. Responsibility: At school and home.	

focus on)		
Targeted Children		
Focus areas for each child.		

For Reference Only:

English & Mathematics: Below are the Progress Steps, which are based on the Refreshed Curriculum. The below are based on:
 1. The First 6 months, 2. During the First year, & 3. During the Second year.

Phase 1 (P1) - ENGLISH - Progress Steps (During the First 6 months)

Spoken grammar	<ul style="list-style-type: none"> • communicate using simple sentences with regular plurals and simple pronouns
Print awareness	<ul style="list-style-type: none"> • recognise and apply important features of print, including directionality, the concepts of 'letter' and 'word', and the one-to-one match between written and spoken words
Phonemic awareness	<ul style="list-style-type: none"> • orally blend phonemes into single-syllable words and segment spoken, single-syllable words into phonemes
Letter knowledge	<ul style="list-style-type: none"> • identify most upper- and lower-case letters by their name and sound • form many letters correctly
Word knowledge	<ul style="list-style-type: none"> • use phoneme-grapheme knowledge to decode and spell words with simple consonant and vowel patterns (e.g., consonant-vowel-consonant)
Understanding requests	<ul style="list-style-type: none"> • respond to oral requests that require focusing on key relevant information (e.g., the key content in a picture, photo, video, or story)

Oral vocabulary	• use everyday words, including adjectives and prepositions
Oral interactions	• use speech that can be understood by others in everyday interactions, such as asking and answering simple questions and expressing feelings
Oral retelling	• retell some key points from a story
Monitoring reading accuracy	• notice and react when their oral reading doesn't match the written text
Reading for meaning	• seek meaning from text, and react when they lose track of the meaning
Composing written texts	• generate ideas using oral language ² or visual modes, recording the results in writing
Personal connections to texts	• make connections between experiences in stories they read or listen to and their own lives.

Phase 1 (P1) - ENGLISH - Progress Steps (During the 1st Year)

Spoken grammar	• communicate in sentences with correct word order and basic connectives
Letter knowledge	• identify all upper- and lower-case letters by their name and sound • form most upper- and lower-case letters and numerals correctly
Word knowledge	• use phoneme–grapheme and morphological knowledge to decode and spell words containing consonant digraphs or clusters of consonants
Understanding requests	• respond to oral requests that require reordering of information and content

Oral vocabulary	<ul style="list-style-type: none"> • use precise, descriptive words including those from topics of interest or stories
Oral interactions	<ul style="list-style-type: none"> • contribute to discussions (e.g., by offering information and asking questions to clarify meaning)
Oral retelling	<ul style="list-style-type: none"> • retell stories using a logical structure (e.g., a beginning, middle, and end)
Monitoring reading accuracy	<ul style="list-style-type: none"> • notice when their reading doesn't match the written text and attempt to self-correct
Reading for meaning	<ul style="list-style-type: none"> • use appropriate phrasing when reading familiar texts out loud • seek meaning from text, and take action to re-establish meaning when they lose track of it
Composing written texts	<ul style="list-style-type: none"> • generate ideas and record them in writing, using complete simple sentences with capital letters and full stops
Monitoring and reviewing own writing	<ul style="list-style-type: none"> • read back what they have written, and make revisions to clarify meaning following feedback
Personal connections to texts	<ul style="list-style-type: none"> • make connections between messages in stories they read or listen to and their own lives.

Phase 1 (P1) - ENGLISH - Progress Steps (During the 2nd Year)

Spoken grammar	<ul style="list-style-type: none"> • communicate in sentences of varying length and complexity using irregular plurals, complex pronouns, and correct verb tenses
Letter knowledge	<ul style="list-style-type: none"> • form all upper- and lower-case letters and numerals correctly and automatically

Word knowledge	<ul style="list-style-type: none"> • use phoneme-grapheme and morphological knowledge to decode and spell unfamiliar words and those with complex vowel patterns, and to work out word meanings • read and spell most familiar words accurately and automatically without overt sounding out
Understanding requests	<ul style="list-style-type: none"> • respond to oral requests that require reasoning or understanding abstract concepts (e.g., via predicting, explaining, problem solving, making inferences)
Oral vocabulary	<ul style="list-style-type: none"> • use words to express abstract concepts and use specialist vocabulary from learning areas
Oral interactions	<ul style="list-style-type: none"> • maintain relationships and collaborate, including supporting and encouraging others' contributions, negotiating roles, and resolving misunderstandings
Oral retelling	<ul style="list-style-type: none"> • retell stories in structured and coherent ways, focusing on relevant details
Reading for meaning	<ul style="list-style-type: none"> • use appropriate intonation and phrasing when reading out loud • look for both literal and implied meaning, and take action to re-establish meaning or to get to a deeper meaning
Composing written texts	<ul style="list-style-type: none"> • generate ideas and record them in writing, using complete simple and compound sentences with capital letters and full stops
Monitoring and reviewing own writing	<ul style="list-style-type: none"> • check their writing for accuracy and whether it has achieved its purpose, and revise it based on feedback
Personal connections to texts	<ul style="list-style-type: none"> • make connections between themes in stories they read or listen to and their own lives.

Phase 1 (P1) - Maths - Progress Steps (During the First 6 months)

Subitising	<ul style="list-style-type: none"> Recognise instantly the total number of objects in a group of up to 6. <i>Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.</i>
Operations: Addition & Subtraction	<ul style="list-style-type: none"> join and separate groups of up to a total of 10 objects, and find the result by grouping and counting
Patterns	<ul style="list-style-type: none"> copy, continue, create, and describe a repeating pattern with two elements
Measurement	<ul style="list-style-type: none"> compare directly two objects by an attribute (e.g., length, weight, capacity)
Classification	<ul style="list-style-type: none"> sort shapes and objects by one feature (e.g., colour, shape), identifying the feature chosen
Spatial Reasoning	<ul style="list-style-type: none"> compose by trial and error an outlined target shape using smaller shapes, and decompose a shape into smaller shapes follow instructions to move to a familiar location or locate an object.

Phase 1 (P1) - Maths - Progress Steps (During the 1st Year)

Subitising	<ul style="list-style-type: none"> recognise instantly the total number of objects in two patterns, each of up to five objects
Number Structure	<ul style="list-style-type: none"> partition and recombine sets of up to 10 in different ways recognise and represent in different ways, including in te reo Māori, the tens-and-one structure of teen numbers (11-19)
Operations: Addition & Subtraction	<ul style="list-style-type: none"> join and separate groups of up to a total of 20 objects, and find the difference between groups by grouping and counting

Operations: Multiplication & Division	<ul style="list-style-type: none"> • multiply and divide by making equal groups and using grouping or counting
Rational Numbers	<ul style="list-style-type: none"> • recognise, and represent in different ways, halves and quarters of sets and regions
Patterns	<ul style="list-style-type: none"> • copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern
Measurement	<ul style="list-style-type: none"> • compare the length, weight, volume, and capacity of objects indirectly (i.e., by comparing each of them with another object)
Classification	<ul style="list-style-type: none"> • sort and re-sort shapes and objects by features, identifying the feature chosen
Spatial Reasoning	<ul style="list-style-type: none"> • visualise and anticipate which smaller shapes might compose a target shape, and then check by making the shape • follow and give instructions to move to a familiar location or locate an object.

Phase 1 (P1) - Maths - Progress Steps (During the 2nd Year)

Subitising	<ul style="list-style-type: none"> • partition a pattern of up to 10 objects, instantly recognise the number of objects in each part, and confirm the total number in the pattern using the parts
Number Structure	<ul style="list-style-type: none"> • group, partition, and recombine whole numbers up to 100
Operations: Addition & Subtraction	<ul style="list-style-type: none"> • add and subtract numbers up to 100 by grouping and using number patterns

Operations: Multiplication & Division	<ul style="list-style-type: none"> • multiply and divide by grouping and using number patterns
Rational Numbers	<ul style="list-style-type: none"> • recognise the relationships between related fractions (e.g., one half is the same as two quarters) • find a half, quarter, or a third of a set by recognising groups and patterns rather than sharing by ones
Equality	<ul style="list-style-type: none"> • show that in an equation, both sides of the equal sign represent the same quantity
Patterns	<ul style="list-style-type: none"> • use both the unit of repeat and the ordinal position (e.g., first, second, and third) of a repeating pattern to predict further elements
Measurement	<ul style="list-style-type: none"> • use a standard informal unit repeatedly to measure the length, weight, volume, or capacity of an object
Spatial Reasoning	<ul style="list-style-type: none"> • visualise and anticipate which smaller shapes might compose or decompose a target shape, and then check by making the shape • follow and give movement instructions that involve familiar reference points, direction, distances (number of steps), and half and quarter turns
Variability	<ul style="list-style-type: none"> • identify possible outcomes and notice variations in outcomes for familiar activities and situations involving chance.