**Planning for xxxxxxx (0.4): Rx Yrs x-x CRT Fortnightly Planning Sheet A – xxxxxx School - T1, 2024** *Page 1 of 2*

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| **Weeks:7A & 8A** | | | **W7 - Thursday (14/3/24)** | | | **W7 - Friday (15/3/24)** | | | **W8 - Thursday (21/3/24)** | | | **W8 - Friday (22/3/24)** | | |
| Roll and Present | | | 00 /22 | | | 00 /22 | | | 00 /22 | | | 00 /22 | | |
| Kids absent today | | |  | | |  | | |  | | |  | | |
| **Letter** | **Blend** | **CVC** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Poem** | **Sp** | **abc** |  |  |  |  |  |  |  |  |  |  |  |  |
| **123** | **formations** | **sounds** |  |  |  |  |  |  |  |  |  |  |  |  |
| Class Shared Book | | | **Splash:** | | |  | | |  | | |  | | |
| Instructional. Rdg Bks | | | **RTRP+:** | | |  | | |  | | |  | | |
| **Whole Class Daily Oral Language Activities (DOL)** | | | These are done every day at different times: Calendar Maths (date, months, seasons, School Values, weather), Challenge Q’s (Famous NZers, Who Am I?, What Am I?, Where Am I NZ?, R9 Who Am I Kids?, Challenge Q), shared books, flashcards (literacy and numeracy), reflections, PB4L, | | | | | | | | | | | |
| **Block 1** 8.50-10.10  Daily administration, DOL, | | | Maths (Number):  Group C (lower):  Group B:  Group A: | | | Maths (Number):  Group C (lower):  Group B:  Group A: | | | Maths (Number):  Group C (lower):  Group B:  Group A: | | | Maths (Number):  Group C (lower):  Group B:  Group A: | | |
| *Playtime (10.10-10.30)* | | |  | | |  | | |  | | |  | | |
| **Block 2** 10.30-11.20 | | | Writing-Word Study (as per colours above):  Reading:  Group 1 RTRP+ (lower):  Group 2: Colour wheel:  Writing (stories etc): | | | Writing-Word Study (as per colours above):  Reading:  Group 1 RTRP+ (lower):  Group 2: Colour wheel:  Writing (stories etc): | | | Writing-Word Study (as per colours above):  Reading:  Group 1 RTRP+ (lower):  Group 2: Colour wheel:  Writing (stories etc): | | | Writing-Word Study (as per colours above):  Reading:  Group 1 RTRP+ (lower):  Group 2: Colour wheel:  Writing (stories etc): | | |
| *Brain Break (11.20-11.30)* | | |
| **Block 3** 11.30-12.30 | | |
| *Lunch (12.30-1.15)* | | |  | | | *Duty* | | |  | | | *Duty* | | |
| **Block 4** 1.15-2.45 | | | -Mindfulness | | | -Mindfulness | | | -Mindfulness | | | -Mindfulness | | |
| *Road Patrol 2.45* | | |  | | | *Duty* | | |  | | | *Duty* | | |

**Planning for xxxxxxx (0.4): Rx Yrs x-x CRT Fortnightly Planning Sheet A – xxxxxxx School - T1, 2024** *Page 2 of 2*

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| **Weeks: 7B & 8B** | **W7 - Thursday (14/3/24)** | | | **W7 - Friday (15/3/24)** | | | **W8 - Thursday (21/3/24)** | | | **W8 - Friday (22/3/24)** | | |
| **Cm Areas** touched on during the day.  (✔ or Bold)..  **Priority Aim Areas**  **Black: Daily**  Blue & Red: Weekly/Termly  (or where they can be fitted in). | - Literacy 1 - Reading  - Literacy 2 - Writing & Word Study  - Maths 1 - Basic Facts & Number  - Health 1 - Well-being: Mindfulness  and Relations/Reflections  - Māori Cultural Studies 1:Te Reo/  Tikanga/ Kapa Haka  - PE / Sports / Fitness  - Maths 2: Numeracy (other strands)  - The Arts 1 - Visual / Crafts  - Māori Cultural Studies 2: Local areas  of cultural significance  - The Arts 2 - Dance/Drama  - The Arts 3 - Music / Singing  - Health 2 - other topics  - ANZH  - Social Sciences  - Science  - Learning Languages  - Technology  - Digital Technologies  - EOTC / Trips / Events: | | | - Literacy 1 - Reading  - Literacy 2 - Writing & Word Study  - Maths 1 - Basic Facts & Number  - Health 1 - Well-being: Mindfulness  and Relations/Reflections  - Māori Cultural Studies 1:Te Reo/  Tikanga/ Kapa Haka  - PE / Sports / Fitness  - Maths 2: Numeracy (other strands)  - The Arts 1 - Visual / Crafts  - Māori Cultural Studies 2: Local areas  of cultural significance  - The Arts 2 - Dance/Drama  - The Arts 3 - Music / Singing  - Health 2 - other topics  - ANZH  - Social Sciences  - Science  - Learning Languages  - Technology  - Digital Technologies  - EOTC / Trips / Events | | | - Literacy 1 - Reading  - Literacy 2 - Writing & Word Study  - Maths 1 - Basic Facts & Number  - Health 1 - Well-being: Mindfulness  and Relations/Reflections  - Māori Cultural Studies 1:Te Reo/  Tikanga/ Kapa Haka  - PE / Sports / Fitness  - Maths 2: Numeracy (other strands)  - The Arts 1 - Visual / Crafts  - Māori Cultural Studies 2: Local areas  of cultural significance  - The Arts 2 - Dance/Drama  - The Arts 3 - Music / Singing  - Health 2 - other topics  - ANZH  - Social Sciences  - Science  - Learning Languages  - Technology  - Digital Technologies  - EOTC / Trips / Events | | | - Literacy 1 - Reading  - Literacy 2 - Writing & Word Study  - Maths 1 - Basic Facts & Number  - Health 1 - Well-being: Mindfulness  and Relations/Reflections  - Māori Cultural Studies 1:Te Reo/  Tikanga/ Kapa Haka  - PE / Sports / Fitness  - Maths 2: Numeracy (other strands)  - The Arts 1 - Visual / Crafts  - Māori Cultural Studies 2: Local areas  of cultural significance  - The Arts 2 - Dance/Drama  - The Arts 3 - Music / Singing  - Health 2 - other topics  - ANZH  - Social Sciences  - Science  - Learning Languages  - Technology  - Digital Technologies  - EOTC / Trips / Events | | |
| *1 hr p/d or 5 hrs p/w for Math,, Rdg, Wtg*  *Aim: 2 days = 6 hrs* | Math: | Rdg | Wtg: | Math: | Rdg: | Wtg: | Math: | Rdg: | Wtg: | Math: | Rdg: | Wtg: |
| *How much time today?* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Daily Notes from regular teacher (if any)* |  | | |  | | |  | | |  | | |

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| **School WHARE Values** ✔  **Daily focus each morning** |  |  |  |  |  |

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| **Key Competencies** | Thinking ✔ | Relating to others ✔ | Using language, symbols, & texts ✔ | Managing self ✔ | Participating and contributing ✔ |

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| **Official Languages used** | English ✔ | Te reo Māori ✔ | NZ Sign Language | Other: |

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| **NELP’s**  *National*  *Education*  *Priorities* | Objective 1:  Learners at the centre | | Objective 2:  Barrier-free Access | | Objective 3:  Quality teaching & leadership | | Objective 4:  Future of learning & work |
| P1: Safety ✔ | P2: Partnerships ✔ | P3: Reduce barriers ✔ | P4: Curriculum/foundation skills ✔ | P5: Māori ✔ | P6: Staff PD | P7: Workforce skills |