

[Wiki tekau ma tahi \(week 10\)](#)

[Wiki iwa \(week 9\)](#)

[Wiki waru \(week 8\)](#)

[Wiki whitu \(week 7\)](#)

[Wiki Ono \(Week 6\)](#)

[Wiki Rima \(Week 5\)](#)

[Wiki wha \(week 4\)](#)

[Wiki toru \(week 3\)](#)

[Wiki rua \(week 2\)](#)

[Wiki Tahī \(week 1\)](#)

Jemima's Reading GLM	Cam's Reading GLM	Regina's Reading GLM	Elena's Reading GLM	Esther's Reading GLM	Angela's Reading GLM
Jemima's Reading Planning	Cam's Reading Planning	Regina's Reading Planning	Elena's Reading Planning	Esther's Reading Planning	Angela's Reading Planning
Communications GLM (private) Writing Groups (private) Karaka Reading iTime with names (private) Kakariki Reading iTime Groups - slideshow (private)				Communications GLM (private) Writing Groups (private) Kōwhai Reading iTime Kōwhai Reading iTime with names (private)	

Inquiry - Exploration Teacher directed activity Independent activities for students to explore	Writing - Content Modelled write, teacher to support group/individuals to write; Independent writing activities - handwriting, snapper prove its, freewriting, phonics	Discovery Student initiated learning and 'focused' play;Teacher to set up interest based activities for students to engage with.
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Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) <i>Kapa Haka 9:15-9:45am</i>	Rāmere (Friday) <i>Co-Curricular</i>
Matariki Activities	Te Reo Lead: Cam/Esther Whānau in Kōwhai: Elena	Te Reo Lead: Jemima/Angela Whānau in Kōwhai: Elena	Te Reo Lead: Regina Te Reo & Buddy Reading	Hub Singing: Amaria
	Inquiry - Cam Continue researching and answering KWL Questions, Make a poster about what you learned (in groups). KWL	Reading student report	Inquiry - What was your favourite area of Inquiry? Write, draw or create a play about it. Share it with a friend or the group. • Solar System • Planets • Stars • Moon • Earth • Earth Systems • Looking After the Earth	Maths
	Writing - finish reports (Elena/ Jemima) Purpose: Report of an object in the solar system for learning celebration Focus: Writing one last closing sentence. Prompts: Why do we need a “closing” sentence? What could it say? (i.e. As you can see, Jupiter		Writing - finish reports (Elena /) Purpose: Report of an object in the solar system for learning celebration Focus: Proofreading Prompts: What do we look out for when we proofread? Sequence: First give some time for them to do their own, could use a green	

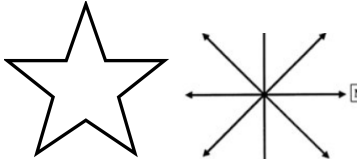
	is a very special planet / If you want to learn more.../ Did you learn about the Sun?/In summary, ...).		pencil if we want. Then give notebook to a friend and they spot 3 things to fix and 1 or 2 positive comments.	
	Writing- Kōwhai (Angela) Purpose: Personal recount about an experience- Matariki Focus: Planning for writing based on personal experience Prompts: <i>What did you enjoy about Matariki? What did you learn? What was your favourite part? What will you teach your family about?</i>		Writing- Kōwhai (Esther) Purpose: Personal recount about an experience- Matariki Focus: Knowing where to find tools to help with writing and what to do with mistakes. Prompts: <i>If we want to spell a word that we know how to read, where can we look? What can I use to help me sound out a word? What if I make a mistake?</i>	
	Discovery - Gina Creating with Ice Block Sticks. Regina has all the Materials.		Discovery Creating with Ice Block Sticks. Regina has all the Materials.	

[Scientific Inquiry Process](#) [Exploring space](#) [Te Papa Matariki](#) resources [Nz Science Curriculum](#) (old) [Matariki - Te Ara](#) [Science \(TKI\)](#) [Health & PE \(TKI\)](#)
[Nasa for Students](#) A real beaut: <https://spaceplace.nasa.gov/> [Ask an Astronomer](#) [Windows to the Universe](#) National Library topic explorer
<https://natlib.govt.nz/schools/topics> eg Matariki [Many Answers](#) eg on Matariki https://anyquestions.govt.nz/many_answers/matariki or Planets
https://anyquestions.govt.nz/many_answers/planets Lots of astronomy websites: <http://qws.ala.org/category/sciences/astronomy-space>

Wiki iwa (week 9)

Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) <i>Swimming</i>	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Regina/Angela Whānau in Kōwhai: Cam	Te Reo Lead: Cam/Esther Whānau in Kōwhai: Elena	Te Reo Lead: Jemima/Angela Kapa Haka (or Te Reo and buddy reading) - 9-9.30	Te Reo Lead: Regina or Elena	

Inquiry - Cam/Gina Interacting Systems mini inquiry Interacting Systems (how natural features are changed and resources affected by natural events and human actions) Interacting systems mini inquiry - makeup of Earth Using the question below, teachers will guide students through an exploration of how natural features are changed and resources affected by natural events and human actions. <u>How / Why does the earth change (natural events and human actions)?</u> How to Take Care of the Environment - 10 Ways to Take Care of the Environment Climate Change - The environment for Kids (Updated Version) (Natural disasters, water) From NZC - Investigate and understand that the geosphere, hydrosphere, atmosphere, and biosphere are connected via a complex web of processes. InquiryT2W9 Intro to the Spheres	Inquiry - Cam/Gina Interacting Systems mini inquiry KWL What do you already know? What are your questions? Karaka and Kakariki KWL	Inquiry - Cam/Gina Interacting Systems mini inquiry. Personal exploration time Choose a question to answer and write or draw the information in your Thinking Book: KWL <i><u>Library Books: behind Karaka whiteboard - Te Reo Side</u></i>	(swimming)	(Maths) Whānau time
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Communications - Calendar Art (Jemima - Elena - Angela) Step 1: Plan what it will look like in their thinking book. Step 2: Take their 'side-on' photo and print in black/white.	Communications - Calendar Art (Jemima - Elena - Esther) Step 3: Do the stars. Children can choose if they do a star shape or an 8-line star using light blue/silver/yellow wax crayons  Step 4: Cut out their photos.	Communications - Calendar Art (Jemima - Elena - Angela) Step 5: Dying/water colours? (and drying). Try to blend different colours. Aiming at a galaxy, dark colours. Step 6 (teacher only): Glue photos onto card and trace stars with sharpies.		
Discovery- Regina Discovery Planning Week 9	Discovery - Regina Discovery Planning Week 9	Discovery_Regina Discovery Planning Week 9		

Wiki waru (week 8)

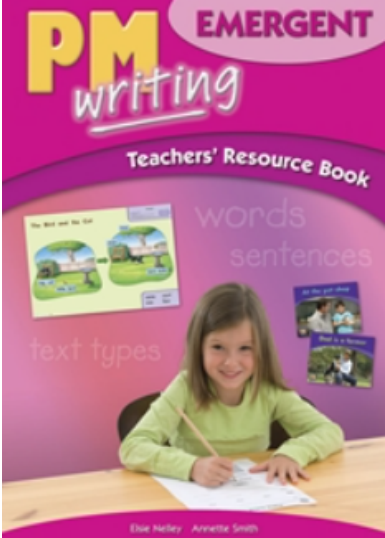
Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) Swimming	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Amaria / Esther Whānau in Kōwhai: Cam	Te Reo Lead: Cam/Angela Whānau in Kōwhai: Elena	Te Reo Lead: Elena	Te Reo Lead: Regina	
Inquiry - Jemima <u>What makes earth unique?</u> <u>Why can people survive on earth?</u> Students get back into the groups they were in last week, and look at the	Inquiry - Elena Share/Celebrate <u>What makes earth unique?</u> <u>Why can people survive on earth?</u> Give students 5-10 mins in their	Kapa Haka (or Te Reo and buddy reading) - 9-9.45 9:45-11:00	(swimming)	Maths

questions they came up with. Choose one question to inquire into. Start research. Prompt students to look for the key words (i.e. I want to learn where water comes from = so water is the key word - books with the word soil are not the right thing to look at) Earth Systems (natural features and resources) Earth systems mini inquiry Using the questions below, teachers will guide students through an exploration of the natural features and the resources (including water, air, rocks, soil and life forms) that are on earth. Inquire into their question	groups to finish off their research. - Questions have been pre written on paper, and students to add words/pictures to answer them Come together as a group - students to share with each other what their question was and what they found out. Paste our findings on our wall. How does this help answer our overall question about <u>What makes earth unique?</u> <u>Why can people survive on earth?</u>	Brain break/discovery/drawing their social answers in their thinking books: - <i>Who do you play with?</i> - <i>What do you like to do at break time?</i> - <i>What has been your favourite thing in school this term?</i> - <i>How do you think you have gone with your learning map goal (big problems/little problems OR friends) this term?</i>		
Writing Elena + Regina Purpose: Report of an object in the solar system for learning celebration Focus: Focus: Proofreading. Recap on capitals, full stops, spelling chart. Punctuation Proofreading and editing - rereading Prompts: Report exemplar	Writing Cam + Jemima Purpose: Report of an object in the solar system for learning celebration Focus: Focus: Proofreading. Recap on capitals, full stops, spelling chart. Punctuation Proofreading and editing - rereading Prompts: Report exemplar			
Writing - Esther Report Purpose: Report of an object in the solar system for learning celebration	Writing - Esther Report Purpose: Report of an object in the solar system for learning			

Focus: Simple sentence/ Compound sentence Prompts: Report exemplar - What does it look like? What does it have? Sequence: Sentence starters - It is ____/ and it has _____.	celebration Focus: Question marks Prompts: Report exemplar - What's the location? What's the position? What unique facts should people know? Sequence: Describe the location and position of the planet/sun/moon. Sentence starter: Did you know....?			
Discovery Gina (Amaria) Sink or Swim Discovery Planning Week 8	Discovery Gina Sink or Swim Discovery Planning Week 8	Discovery Sink or Swim Discovery Planning Week 8		

Wiki whitu (week 7)

Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday) <i>School photos</i>	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) <i>Swimming</i>	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Regina/Angela Whānau in Kōwhai: Jemima	Te Reo Lead: Esther/Elena	Te Reo Lead:	Te Reo Lead: Elena/Gina	Whole Hub Singing: Jemima
Inquiry - Angela/Jemima Introduction to Earth Systems - Earth Systems (natural features and resources)	Inquiry - Angela Earth systems mini inquiry Gathering information independently (researching), based on our group question.	Inquiry - Angela/Jemima Earth systems mini inquiry Remind students of our big questions: What makes earth unique? Why can people survive on earth?	(swimming)	Whānau Time Big problems/little problems is the goal the children are reflecting on, on the learning map.

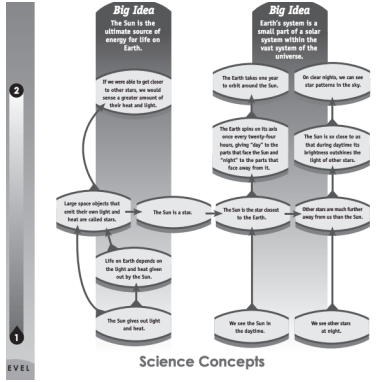
Have stations set up - rocks, soil, air (mini fan), plants (leaves etc), water (in container). Students to come into the space, and have 1-2 mins to look at the different areas. Have questions up on the board - <i>why do you think this stuff is laid out?</i> <u>What makes earth unique?</u> <u>Why can people survive on earth?</u> Bring students to the mat. Introduce to students that we are starting a new mini inquiry. We will be looking at Earth Systems for the next two weeks. Discuss the koru inquiry cycle - where will we start? Show video (link). What were some of the things they talked about in the video that make Earth so special? In groups, write these down on pieces of newsprint (5-10 mins). Bring students into a circle - lets share what we think. Video to finish Can also read this book If time - start immersing ourselves into the resources for immersion (epic/videos/books etc). natural features and the resources (including water, air, rocks, soil and life forms) that are on earth.	Videos Books Poem from journal Nasa book Epic (Jemima to add) 	Students to get into groups and on newsprint, write/draw all that we already know? Then, get students to come up with questions we have that link back to our two big questions. If time - students choose one question which to inquire into (in groups), and start to research.		Introduce new goal - *Take actions that take care of my hub and home environment See further details. Look at the doc with what this looks like. Activity - in groups, get students to come up with ideas of how they can do something do take care of our hub/school grounds over the next week, newsprint = draw/write what they will do. Keep, so students can reflect on their action next week.
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<u>What makes earth unique?</u> <u>Why can people survive on earth?</u>				
Writing /Regina Cam Purpose: Display for the learning celebration Focus: Report on the planet, sun and moon. Sequence: Students to be introduced to what a report is, its function and its parts (and it has no personal voice). Students to pick either a planet, the sun, or the moon, and start their plan on what facts they will add. Students also need to decide on the title and add the title, if time the introduction. Prompt: Report writing Link - Report		Writing/Regina Cam Purpose: Display for the learning celebration Focus: Report on planet/sun/moon Sequence: Model to students how to begin an information report. Write your introduction to introduce your planet/sun/moon. Then, move into the facts/body of your writing. Prompt: Non-fiction books from our reading sessions, can we see the parts we discussed on Monday? Report writing		
Writing - Esther Report Purpose: Report of an object in the solar system for learning celebration Focus: Picture plan and keywords Prompts: Report exemplar Sequence: Differentiate facts from fiction. Draw picture plan with three facts (looks like/has/location/fun fact). Write key words (first sound/main		Writing - Esther Report Purpose: Report of an object in the solar system for learning celebration Focus: HF Words/word card Prompts: Report exemplar - What's your title? Who is the author? What's the main thing about the chosen object?		

sounds/syllables). If there is time, write the title.		Sequence: Write the byline then an introductory sentence. Sentence starters - The _____ is a _____.		
Discovery - Gina to plan, Elena Discovery Planning Week 7		Discovery - Gina to plan, Elena Discovery Planning Week 7		

Wiki Ono (Week 6)

Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) Swimming	Rāmere (Friday) <i>Co-Curricular</i>
Queen's Birthday	Te Reo Lead: Jemima/Esther Whānau in Kōwhai: Elena	Te Reo Lead: Amaria/Angela Whānau in Kōwhai:	Swimming	Whānau time Hauora *Take actions that take care of my hub and home environment See further details Remind students of the goal on the learning map. Where are you sitting now? Reflect with a buddy - do you need to move where you are on our te ako map? Our big/little problems will stay as a goal on our map. Introduce new goal - *Take actions that take care of my hub
	Inquiry- Regina and Esther Why are the sun and moon important to earth? Remind students of their questions they came up with last week. Students to choose one question and use resources to research to find answer. Each group to have an a5 piece of paper, write question on it, and then write answer/draw answer at bottom. Question examples: Questions and Videos Books/ epic /videos/posters	Inquiry - Regina and Esther Link Why are the sun and moon important to earth? Paste our findings on our wall. Share what we have learnt with the others in our group. How does this help answer our overall question about why are the sun and moon important to earth? Moon Storybots outer space Questions: - How does the Sun's heat reach the Earth?		

	Question for children to answer. <u>The Sun, Moon and Earth</u>  Writing: Jemima/Elena/Angela Purpose: Planet description Focus: Proofreading Prompts: complex-compound sentences Sequence: What do we focus on when proofreading? How can we improve our word choice? Finding (three) words which can be substituted for higher vocabulary (i.e. “blue”: cyan/sapphire/ocean blue/light blue..., “it has”: there are, you would see, aliens notice, ...) Time for proofreading and writing conclusion phrase (i.e would you like to visit?, I hope you found it interesting, so that’s my planet!...	- What would happen if we stopped receiving light and warmth from the Sun? - Why do we see the moon looking different? - How does the moon affect the tides? Videos: Questions and Videos Writing: Jemima/Elena/Angela Purpose: Planet description Focus: Proofreading Sequence: What do we remember about nouns/verbs/adjectives and about similes? (kids brainstorm and teacher writes it up). Kids circle in three colours their N/V/Adj in their planet writing. Plenty of time for sharing with others and reading our planets out.		and home environment See further details. Look at the doc with what this looks like. Activity - in groups, get students to come up with ideas of how they can do something to take care of our hub/school grounds over the next week, newsprint = draw/write what they will do. Keep, so students can reflect on their action next week.
	Discovery - Gina Discovery Planning Week 6	Discovery - Gina Discovery Planning Week 6		

Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) No SWIMMING - cross country	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Esther/Elena Whānau in Kōwhai: Regina	Te Reo Lead: Angela/Regina Whānau in Kōwhai: Cam	Te Reo Lead: ??	Te Reo Lead: Gina/Jemima Whānau in Kōwhai: Elena?	Teacher Only Day
Inquiry with Esther and Cam Continue to explore and answer the questions from the KWL chart. We have already had a general exploration and inquiry, let's share our learnings and try and answer some of the KWL questions. Which questions have we not been able to answer? This will target our following exploration for today. Make sure students are making notes so that it can be displayed on our space display. Solar system slides What is in the Solar System? Why is it called this way, where are other planets, can people live there...? <u>Library Books:</u> Give me some space Zoom, Rocket, Zoom Sun, moon and stars	Inquiry with Esther and Regina Share what you've learnt Celebrating our new learnings. Teacher writing up any answers that were not already noted, to visually see the growth, aiming at the shared display. Link	Inquiry with Esther and Regina Why are the sun and moon important to earth? KWL chart about earth, sun and moon. Problem posing Link	No communications	

The earth and its moon The outer planets First encyclopedia of space Stars and planets iTime inquiry. Really NASA cool resource for looking at planets/solar system that is interactive				
Writing with Cam + Regina Purpose: Focus: Compound and complex sentences, full stops and capitals Task: Description of a planet Prompts: Snapper regarding compound and complex sentences	Writing with Elena + Jemima Purpose: Task: Description of a planet Prompts: Snapper regarding compound and complex sentences Focus: Language devices - similes, adjectives adjectives/adverbs	Writing with Cam + Amaria Purpose: Task: Continuing on with description of a planet Prompts: Snapper regarding compound and complex sentences Jemima/Regina's group = look at language devices, reminder of adjectives Focus: Language devices - similes, adjectives adjectives/adverbs		
Writing with Angela Purpose: Description Focus: Picture plan and key words Task: Writing a description of a planet Prompts: Shared word chart from previous session. Compound and complex sentences (2 different links for snapper re: complex sentence, both good)	Writing with Angela Purpose: Description Focus: Simple sentences/finger spaces Task: Description of a planet Prompts: Shared word chart, picture plans with keywords	Writing with Angela Purpose: Description Focus: Simple sentences/word charts Task: Description of a planet Prompts: Shared word chart, picture plans with keywords		

Discovery with Gina Planning for today (Cam's turn to plan this week) - What can we do with paper? Crayons, scissors, glue Scrap paper Origami Paper dolls Have a variety of paper on a table - asking what we could make and create - Finishing off artwork from last weeks art sessions.	Discovery with Gina	Discovery with Gina		
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Wiki wha (week 4)

Focus: Living as me in the world Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) Swimming	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Elena/Angela Whānau in Kōwhai: Amaria	Te Reo Lead: Regina/Gina Whānau in Kōwhai: Amaria	Te Reo Lead: Jemima/Esther Whānau in Kōwhai: Amaria	Te Reo Lead: Elena/Angela Whānau in Kōwhai: Amaria	Hub Singing: Elena

Inquiry with Elena/Esther See a rocket launching video. Space Mission 4 mins Google earth zoom out - look at how Earth sits within space, as do other “clumps of rock or ice” that are as big as the Earth - planets. Children with a hula hoop acting as the different planets. Everyone else are rockets and need to launch off Earth to visit the other planets (children in hula hoops). After initial exploration, the teacher will say explicit planets to visit, and show an image of the order of the planets (kids order themselves).	Inquiry (block 2 or block 3) What makes up our solar system (stars, planets)? We are the planets Me and my place in space KWL chart about space, solar system, sun and moon.	Inquiry with Amaria/Esther Solar system slides What is in the Solar System? Why is it called this way, where are other planets, can people live there...? <u>Library Books:</u> Give me some space Zoom, Rocket, Zoom Sun, moon and stars The earth and its moon The outer planets First encyclopedia of space Stars and planets		
With Cam and Regina Visual Art Painting Session 4 Modernism Art (planning on slides)	N/A	Writing with Elena and Regina Purpose: Writing a descriptive piece describing an invented planet Focus: Compound and complex sentences Task: Description of a planet Prompts: The magic school bus video Space Mission 4 mins Descriptive Writing	(swimming)	Whānau time *Ask a trusted adult for help if I need it *Understand the difference between little problems I can resolve myself and big problems that require help from an adult *Name at least one teacher I can go to for help
With Angela	N/A	Writing with Angela	Reflect on the week with a buddy. = How have I focused on this	

Finish up Visual Arts silhouettes of star gazing		Purpose: Writing a descriptive piece describing an invented planet Focus: Adjectives Task: Description of a planet		goal this week? What is a win you have had this week? (If not done the week before, get students to put themselves on the learning map / create new pictures ? if students don't have one) Do you need to change where you are sitting on the learning map?
Discovery with Jemima Planning for today (Jemima's turn to plan this week) Session 1 - watercolours/space art Have space display for inquiry out. Students can use watercolours to paint the images.	n/a	Discovery with Jemima Design your own planets using watercolours - Water colours - Paper - Paint brushes - tarp/newspaper - Water		

Wiki toru (week 3)

Focus: Living as me in the world Link to Term Overview 1 Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) Swimming from week 1	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Elena Whānau in Kōwhai:	Te Reo Lead: Regina Whānau in Kōwhai:	Te Reo Lead: Cam Whānau in Kōwhai:	Te Reo Lead: Cam Whānau in Kōwhai:	Hub Singing: Regina Pink Shirt Day - talk about using words to stand up to bullies, being an upstander
Inquiry with Regina/Esther Planning for today	Inquiry with Regina/Esther: From overview	Experiment Inquiry with Regina/Esther	Swimming	Maths in morning Whānau time (week 3/4)

Gather and interpret data = be explicit about this (doing this through the art) Artist's Process Visual Art Immersion - could also work during inquiry space Gallery - explore art work "Be art critics" Pondering questions = What do you notice in the art works? What do you like about the art works? What are you curious about? What do you notice about the techniques? What do you think the artist is trying to tell in their art? What might the message be in the art? Students to walk around the room and look at the art works - thinking about the questions above. Then, come back and have a discussion about what we noticed, and the messages that art can say - visual art is a form of communication, like writing.	<u>Being a scientist / thinking scientifically</u> Introduce the Module 2 inquiry. Introduce the five science capabilities. These will be continually taught and referred back to during each of the mini inquiries. The Five Science Capabilities Gather and interpret data Use evidence Critique evidence Interpret representations Engage with science *This will be explicitly taught in the first week and then will be referred back to throughout each mini inquiry and our Time. In practice = bubbles or floating/sinking Hands on Scientific Process/ compare with Arts Experiment	Children draw their experiments step by step to visually explain the scientific process (in comic style) and complete the extra from the last slide of Artist's process.	Health session block 3 <u>Hazards</u> Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices. (Level 1) <u>Slides</u> Use this time to also reflect on the fire drill safety (i.e. why do we walk instead of run, why do we keep silent...)	*Ask a trusted adult for help if I need it *Understand the difference between little problems I can resolve myself and big problems that require help from an adult *Name at least one teacher I can go to for help Reintroduce learning map (on the wall). What do each part of the learning map mean? What does it look like when I am working on a goal on the maunga/awa? Why is it important to use our learning map? How can we use it to help our learning? Introduce goal for the next 2-3 weeks = <i>understand the difference between little problems I can resolve myself and big problems that require help from an adult</i> What does this mean? What does it look like? If time - create skits/play where students are in groups, and they have to either show solving a little problem without an adult OR deciding that this is a big problem and they need to get
Visual Art Painting Session 1 Silhouette Art (planning on slides) Jemima + Cam/Angela	Visual Art Painting Session 2 Silhouette Art (planning on slides) Jemima + Gina/Angela	Visual Art Painting Session 3 Silhouette Art (planning on slides) Gina + Cam/Angela		
Discovery with Elena Planning for today (Elena's turn to plan this week)	Discovery Elena	Discovery Elena		

-Musical instruments out on the blue matting, with blue bench and chairs as an orchestra. -Whiteboard markers for small board. -Name patterns with paper (Magnets, lego, kitchen, sandpit)				help from an adult.
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Wiki rua (week 2)

Focus: Living as me in the world Link to Term Overview 1 Link to Term Overview 2			
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Elena/Amaria Whānau in Kōwhai: Jemima	Te Reo Lead: Regina/Esther Whānau in Kōwhai: Elena	Te Reo Lead: Jemima/Angela Whānau in Kōwhai: Amaria/Regina	Hub Singing: Angela
Inquiry with Elena Digital Citizenship- Privacy and Security Keeping safe in my online neighbourhood. Slides with clip and discussion	Inquiry with Elena Digital Citizenship- Privacy and Security Students use plasticine to make their own brief clip reminding students about online safety. (See Monday)	Learning celebration prep for first ½ hour. Find their habitats/planning sheets. Find a spot in Kakariki or Karaka. Practise sharing their ideas on what they have made and why?	Maths n/a
Writing with Cam & Jemima Purpose: writing about our holidays (recount) Focus: Add last part using adjectives (what are adjectives?) Task: Personal Voice	Writing with Cam & Jemima Purpose: writing about our holidays (recount) Focus: Proofreading. Recap on capitals, full stops, spelling chart. Punctuation Proofreading and editing - rereading	Writing with whānau groups (Cam and Jemima) Purpose: writing about our holidays (recount) Focus: Proofreading their writing piece. Task: Recount.	

Recount	Task: Recount	Kids have this whole session for proofreading, focusing on capitals/spelling/full stops, and on higher compounds and word substitution.	
Discovery (Regina plans this week) Construction Stations with paper cups, blocks, lego, playing cards and straws, News paper. Pose question: what can we do with these equipment? Prompt if construction is added. Talk about: Creativity, Problem Solving , Team work. Then let the chn discover. Link to Present	Discovery = Gina Construction Stations with paper cups, blocks, lego, playing cards and straws, News paper. Pose question: what can we do with these equipment? Prompt if construction is added. Talk about: Creativity, Problem Solving , Team work. Then let the chn discover. Link to Present	Discovery in whānau spaces (Elena and Regina) Construction Stations with paper cups, blocks, lego, playing cards and straws, News paper. Pose question: what can we do with these equipment? Prompt if construction is added. Talk about: Creativity, Problem Solving , Team work. Then let the chn discover. Link to Present	
Inquiry with Angela & Esther Students make a habitat for the toy animals in Kōwhai based on their experiences with habitats from Term 1 and interests in discovery.	Inquiry with Angela & Esther Students make a habitat for the toy animals in Kōwhai based on their experiences with habitats from Term 1 and interests in discovery.	Writing with Angela & Esther Shared writing: Students use their personal dictionaries to sound out words. (Finish dictionaries if needed)	

Wiki Tahi (week 1)

Focus: Living as me in the world Link to Term Overview 1 Link to Term Overview 2			
Rāhina (Monday) Jemima on release	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāmere (Friday) <i>Co-Curricular</i>

<u>Te Reo</u> Lead: Cam/Esther Whānau in Kōwhai: Amaria	<u>Te Reo</u> Lead: Regina/Angela Whānau in Kōwhai: Amaria	<u>Te Reo</u> Lead: Elena/Esther Whānau in Kōwhai: Amaria	Hub Singing: Amaria/Angela
Inquiry with Angela & Cam Digital Health and Wellness- How do we find a happy balance between our online and offline activities? Song and role play		Inquiry with Angela & Jemima Digital Health and Wellness- How technology makes you feel. Slidedeck with Emoji game	Whānau Time
Writing with Elena & Regina Purpose: Writing about our holidays (recount) Focus: Targeting an audience as a way to develop personal voice (humour, emotions, make the reader feel something) Task: Personal Voice , Recount For some, picture plan first. Others can think of key words.	Writing/Discovery in whānau space Cam (D)/Elena (W), Jemima/Regina, Esther (W)/Angela (D) Purpose: writing about our holidays (recount) Focus: Recap on personal voice (as yesterday). Recap on capitals, full stops, spelling chart. Punctuation Task: Recount	Writing with Elena & Regina Purpose: writing about our holidays (recount) Focus: Variety of sentences - sentence length, sentence starters, sentence types Task: Recount	
Discovery with Amaria Coaching Activity/Questions and Responses. Magnetism. <i>Station 1:</i> Magnets on the w/board with a question: What can you make? <i>Station 2(teacher to prompt, question thinking):</i> Magnet maze and loose magnets with counters. Large A3 sheet with questions children may want to know.		Discovery with Amaria Coaching Activity/Questions and Responses. Magnetism. <i>Station 1:</i> Magnets on the w/board with a question: What can you make? <i>Station 2(teacher to prompt, question thinking)</i> Loose magnets with paper clips, pompoms etc. Children to sort into magnetic or non magnetic materials. Large A3 sheet with questions children may want to know.	
Writing with Esther Purpose: Describing our holiday Focus: Purpose, picture plan with/without key words Task: Drawing pictures of my holidays or of my interests, that can be used as prompts	Writing with Esther Purpose: Describing our holiday Focus: Letters make a word, pencil grip Task: Coming up with words to describe my holiday Prompts: Drawings from the day before	Writing with Esther Purpose: Describing our holiday Focus: Keep an idea long enough/next word, compound sentence Task: Writing the first sentence Prompts: Drawings from the day before	

for writing. Prompts: photos of different holiday activities, teacher's drawing			
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Master

Focus: Living as me in the world Link to Term Overview 1 Link to Term Overview 2				
Rāhina (Monday)	Rātū (Tuesday)	Rāapa (Wednesday) <i>Co-Curricular</i>	Rāpare (Thursday) Swimming from week 2	Rāmere (Friday) <i>Co-Curricular</i>
Te Reo Lead: Amaria Whānau in Kōwhai: Amaria	Te Reo Lead: Amaria Whānau in Kōwhai: Amaria	Te Reo Lead: Amaria Whānau in Kōwhai: Amaria	Te Reo Lead: Amaria Whānau in Kōwhai: Amaria	Hub Singing: Amaria
Inquiry with Amaria & Amaria Planning for today				
Writing with Amaria & Amaria Purpose: Focus: Task:				
Discovery with Amaria Planning for today (Amaria's turn to plan this week)				